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THE SUPERINTENDENT IN NOVA SCOTIA: ROLE, EFFECTIVENESS, INFLUENCE, AND JOB SATISFACTION

by

BRIAN JOSEPH MURPHY ©

A Thesis Submitted to the Faculty of Graduate Studies and Research in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy.

Department of Educational Administration

Edmonton, Alberta
Fall 1994

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FACULTY OF GRADUATE STUDIES AND RESEARCH

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ABSTRACT

The purpose of this study was to examine the perceptions of school superintendents, assistant superintendents, board chairpersons, and Department of Education personnel concerning the role, effectiveness, sources of influence, and job satisfaction of school superintendents in Nova Scotia.

Data were collected from questionnaires, interviews, and documents. Questionnaires were completed by 20 superintendents, 32 assistant superintendents, 17 board chairpersons, and 12 Department of Education administrators. Interviews were conducted with 10 members representing all four groups.

The findings indicated that superintendents are responsive to a diversity of expectations, that they consider themselves effective and influential, and that they are generally satisfied with their job. Their role has become more executive and political, and less directly involved with instruction. Working with the school board placed the greatest demands on superintendents' time.

Substantial variance in the perceived importance for the effectiveness of superintendents was observed between superintendents and the other groups with respect to long-range planning, goal-setting, and the development of a written philosophy. Board chairpersons identified accountability as a high priority; Department of Education personnel favored goal-setting and establishment of a written philosophy; and assistant superintendents emphasized delegation of authority, setting clear goals, and long-range plans. Superintendents rated the employment of highly qualified staff, promotion of trust, and the development of community support highest in importance for their effectiveness. Inhibitors to effectiveness included the political nature of the board, lack of funding, and lack of on-going professional development.

Superintendents identified their most important source of influence as their willingness to recognize efforts of others, to delegate authority, and to encourage others to meet standards of performance.

Superintendents' relationships with the board chairperson and central office staff received the highest satisfaction ratings. Being a successful change agent and having good professional relationships were the most common sources of satisfaction.

The discrepancies between the perceptions of board chairpersons and superintendents on several of the above-mentioned matters suggested that improved communications need to be addressed. Better communications among superintendents was also identified as a matter requiring urgent attention.

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Chapter 1

INTRODUCTION

Over the past two decades, the role of the school superintendent has experienced significant change as the structure of the organization has changed. Boich, Farquhar, and Leithwood (1989) addressed how the marked trend towards decentralization has had a significant impact upon the role of the school superintendent. Consolidation of school districts has significantly altered the expectations held and the demands placed upon superintendents. In spite of the change in the role of the superintendent, the methods used to educate, select, and evaluate superintendents have virtually remained as they were 20 years ago. The study described in this thesis was undertaken in order to better understand the present role of the superintendent and to provide specific current information on the role of the superintendent in Nova Scotia.

Studies of a similar nature have been carried out in a number of provinces in Canada (e.g., Allison, 1989; Boich, Farquhar, & Leithwood, 1989; Fullan, Park, and Williams, 1987; Genge, 1991; Green, 1988; Van der Linde, 1989) and in a variety of states in the U.S. (e.g., Armstrong, 1990; Baker, 1983; Crowson & Morris, 1990; Dobson, 1981; Harrison, 1983; Wirt, 1990). Because great diversity exists in role descriptions and the regulations under which individual superintendents work in different provinces and states, a study of the variables which affect the performance of the superintendent was appropriate.

By building upon prior research concerning the role of the superintendent (Duignan, 1980; Green, 1988; McLeod, 1984; Van der Linde, 1989) and using studies of other levels of educational administration in Canada addressing effectiveness, sources of influence, and job satisfaction (Genge, 1991; Gunn, 1984; Johnson, 1988; Sroypan, 1988), the study was expected to contribute to our knowledge of effectiveness, source of influence, and job satisfaction of the superintendent in Nova Scotia. The study was intended to provide insight into those aspects of the superintendent's work life which are associated with high quality performance and high job satisfaction, as well as to contribute directly to future research in these areas.

The complex and often poorly understood role of the superintendent, which relates to three distinct sectors--the board, the school system, and the community--was seen to require further study. In his review of the Fullan et al. (1987) study of Ontario directors of education (superintendents), Allison (1989) supported the need for further research of the chief educational officer's position:

> The findings and explanatory images discussed suggest that studies of chief school officers yield particularly powerful insights into the administration of school systems. As such, further and more detailed examinations of the work and work environment of chief school officers would appear worthwhile. (p. 306)

Significance of the Study

Among society's most pressing demands in the 1990s is the quest for accountability and effectiveness in our educational systems. The most recent literature on school effectiveness has emphasized the critical role of school administrators in this matter. Cuban (1984) concluded from his review of the literature "that no school can become effective without the visible and active involvement of the principal" (p. 146), and Sapone (1983) suggested that the role of the superintendent is as critical as that of the principal in the evolution of effective schools. Sapone considered that the superintendent "must provide a comprehensive plan in which the principal has been granted a meaningful role" (p. 66) and the opportunities to provide the necessary support to professional staff.

Whereas the role of the school principal in the development of effectiveness has been addressed in considerable detail, Murphy and Hallinger (1986) stated that "research on the superintendency in general is remarkably thin, while research on the leadership role of the superintendent is sparser still" (p. 214). A need exists for further research into the role of the superintendent and the importance of the contribution of superintendents to organizational effectiveness. Blumberg (1985) addressed the issue of research into the role of the superintendent as follows: "If the societal demands for accountability and effectiveness of school systems are to be met, the clarification of role and responsibility within the system is a must" (p. 29). In addressing the failure of implementation within the school system, Elmore (1978) suggested that "policies are poorly defined, responsibilities are not clearly assigned, expected outcomes are not specified, and people are not held accountable for their performance" (p. 191). In order to address these issues, it is necessary to understand the role of the educational leader of the system.

To better understand the role of the superintendent, this study addressed the aspects related to role, effectiveness, sources of influence, and job satisfaction. Duignan (1980) addressed the superintendent's role in the following terms:

> Because of the importance of the superintendent's position in the administrative structure of the school system, a greater understanding of his administrative behavior would contribute to the development or general refinement of concepts and theory in administration in general and educational administration in particular. (p. 5)

In addressing the importance of the superintendent for the effectiveness of the organization, Pitner and Ogawa (1981) concluded that "superintendents exerted a sizable influence on the flow of information in their organization, and they choreographed the activities of participants in the operation and governance of their school system" (p. 56). Awender (1985) stated that "one truism about today's educational environment is that the success of the school system depends upon the joint effort by a school board and its superintendent" (p. 176). In light of these comments in both the Canadian and American literature, the need for further research became self-evident.

Purpose of the Study

The major purpose of this study was to investigate the relationships among the role, effectiveness, sources of influence, and job satisfaction of school superintendents. More specifically, the purposes of the study were as follows: (a) to investigate the perceptions of the strategic constituencies as to the role of the superintendent in Nova Scotia school districts; (b) to identify perceptions of the effectiveness criteria for superintendents in Nova Scotia; (c) to study the perceptions of the bases of influence of superintendents in Nova Scotia; (d) to identify sources and the extent of job satisfaction of superintendents in Nova Scotia; and (e) to explore relationships among these variables.

Statement of the Research Questions

The major research question for this study was as follows:

What are the perceptions of the strategic constituencies concerning the role, effectiveness criteria, sources of influence, and job satisfaction of school superintendents in Nova Scotia and what relationships exist among these variables?

Information was obtained using the following procedures: (a) questionnaires involving superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel; (b) interviews with representative members of these strategic constituencies; and (c) a review of the relevant documents pertaining to the superintendency within the districts of Nova Scotia. Perceptions of members of these groups from the educational community of Nova Scotia were surveyed to solicit responses to the following research questions. In these questions, "selected administrative functions" referred to functions such as "develop board meeting agendas" and "participate in the evaluation of schools," and "selected work aspects" to aspects such as "cope with emergencies" and "set clear goals for the school district."

Role of the Superintendent

1. To what extent do superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel perceive involvement in selected administrative functions to be a component of the role of the superintendent?

2. To what extent do superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel agree that the level of involvement in selected functions is a component of the role of the superintendent?

3. What association exists between selected demographic variables and the extent to which superintendents perceive they are involved in selected administrative functions?

Effectiveness of the Superintendent

4. What are the superintendents' perceptions of their overall effectiveness?

5. To what extent do superintendents, assistant superintendents, board chairpersons, and Department of Education personnel agree on the importance of selected work aspects as contributing to the overall effectiveness of school superintendents?

6. What association exists between selected demographic variables and the perceptions of superintendents about their effectiveness with selected work aspects?

7. What are the superintendents' perceptions of the level of importance of selected work aspects, and how do these perceptions relate to their self-ratings of effectiveness with these aspects?

Sources of Influence of the Superintendent

8. What are the superintendents' perceptions of their overall level of influence?

9. To what extent do superintendents, assistant superintendents, board chairpersons, and Department of Education personnel agree on the importance of selected sources of influence as contributing to the superintendent's overall level of influence?

10. What are the superintendents' perceptions of the level of contribution that selected sources of influence make to their overall level of influence?

11. What association exists between selected demographic variables and the perceptions of superintendents on the contribution of selected sources of influence to their overall level of influence?

Job Satisfaction of the Superintendent

12. What are the levels of overall job satisfaction experienced by superintendents and what aspects do they perceive to contribute most to their overall satisfaction and dissatisfaction?

13. What are the levels of satisfaction of school superintendents with individual facets of their job?

14. What associations exist between selected demographic variables and the level of individual facet satisfaction experienced by superintendents?

15. What are the superintendents' perceptions of importance of individual facets for their overall job satisfaction and how do these perceptions relate to their satisfaction with these facets?

Definitions

Job satisfaction. Although much has been written about job satisfaction, its definitions are limited in both number and scope. After an extensive review of the literature, Locke (1969) stated that "job satisfaction and dissatisfaction are, then, complex emotional reactions to the job" (p. 314), but Locke (1976) later gave a much more detailed definition which has become the most widely accepted working definition for job satisfaction: "Job satisfaction may be viewed as the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, providing these values are compatible with one's needs" (p. 1300).

Locke's definition incorporates the concepts of personal values and discrepancy between an individual's perception of what a job offers and what the individual wants from the job as well as the attainment of one's needs. As such, this definition encompasses the major theories related to job satisfaction.

Organizational effectiveness. The somewhat dated although still widely accepted definition of organizational effectiveness provided by Georgopoulos and Tannenbaum (1957) was the definition selected for this study: "The extent to which any organizational system, given certain resources and means, fulfills its objectives without incapacitating its means and resources and without placing undo strain upon its members" (pp. 536-537).

Leader effectiveness. Whereas research on the role of the superintendent has been scant, the existing literature identifies the superintendent as a key person in the effective operation of the local educational organization. Although leader effectiveness remains a difficult concept to define, it can be based theoretically upon the current definitions of leadership. The definition adopted for this study comes from Duke's (1986) treatment of the aesthetics of leadership, in which he defined leadership as "that which helps bring meaning to the relationship between individuals and greater entities, such as, organizations, communities, and nations" (p. 24). This definition was chosen because it presented a broader view of leadership than exists in many other definitions.

Influence. Influence, power, and authority are terms often used interchangeably in connection with leadership. Pichler (1974) defined influence as a person's ability to affect the thoughts, emotions or actions of other persons (p. 401). For the purposes of the study of superintendents' influence, Pichler's definition was selected.

Role. According to Hoy and Miskel (1987) the following characteristics describe the nature of role:

1. Roles represent positions and statuses within the institution.

> 2. Roles are defined in terms of expectations or normative rights and duties of the position.
>
> 3. Roles are variable.
>
> 4. Roles derive their meaning from other roles in the system and in this sense are complementary. (p. 60)

School superintendent. The superintendent of schools is an educational executive officer of a school board and as such is directly responsible to the school board. The duties of the superintendent as outlined in *Regulations Under The Education Act* (1984), (section 3) is the only reference in Nova Scotia legislation about this role. In the literature, the superintendent of schools is referred to as superintendent, chief educational officer, chief executive officer (CEO), or director of education. Although these terms can have different meanings, for the purposes of this study they will be considered synonymous. Superintendents derive their authority largely from the school board and therefore perform in the name of, and under the direction of, their school boards.

School district. The basic unit of local educational administration in Nova Scotia is the public school district as established by the District School Board Agreement signed by the Minister of Education for the province of Nova Scotia in August 1982 and defined in *The Education Act* of Nova Scotia (1984), (section 42).

School board. A school board is defined as the executive board of the local educational organization as established by the School Boards Membership Act of Nova Scotia (1984). The duties and powers of the school board are set out in *The Education Act* of Nova Scotia (1984) and *The School Board Membership Act* (1984), (section 42). Although *The Education Act* officially refers to the elected leader of the school board as "chairman," in keeping with current usage the term "chairperson" was used in the instruments and throughout this thesis.

Strategic constituencies. In identifying the criteria for effectiveness, the perceptions of the individual being assessed, in this case the school superintendent, should be supplemented with the perceptions of those individuals who hold a substantial interest in this facet of the organization. Cameron and Whetten (1983) identified these as "strategic constituencies" and provided the following definition which was selected for this study:

> Strategic constituencies are individuals or groups who have substantial stake in the organization. These include resource providers, users of the organization's products or services, producers of the organization's output, groups whose cooperation is essential to the organization's survival, or those whose lives are significantly affected by the organization. In general, strategic constituencies have some type of dependency relationship with the organization. (p. 15)

For the purposes of this study, the selected strategic constituencies were superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel.

Organization of the Thesis

The thesis contains eight chapters. Chapter 1 provides an introduction to the study. Chapter 2 is an examination of the relevant literature pertaining to this topic. A detailed research design is reported in Chapter 3, including the methodologies used in the development of the questionnaire, construction of the interview format, the pilot studies, and the collection, analyses and reporting of the data. Chapters 4 through 7 provide a description and analyses of the data.

The final chapter provides a summary of the thesis, its conclusions, implications for superintendents, and some implications for the theory and practice of educational administration.

Chapter 2

REVIEW OF LITERATURE

The following review of the literature focuses on the current writings in the area of educational administration and organizational theory with specific emphasis on four areas: (a) approaches to the study of organizational effectiveness and the criteria for effectiveness; (b) leadership and the superintendency; (c) sources of influence available to and used by superintendents; and (d) the nature of job satisfaction for superintendents. Within each of these areas of the literature, the theoretical as well as the research components are examined.

Organizational Effectiveness

In the field of organizational theory, much effort has been devoted to the definition and measurement of organizational effectiveness. A number of major research efforts have been conducted in attempts to conceptualize the dimensions of organizational effectiveness and to identify a set of criteria for measuring effectiveness. Major works (e.g., Hoy & Ferguson, 1985; Lawler, Nadler, & Camman, 1980; Mott, 1972; Steers, 1977; Spray, 1976) have resulted in the development of numerous models on the topic of organizational effectiveness.

Spray (1976) indicated that many earlier researchers placed an emphasis upon the determinants of organizational efficiency. These theorists were concerned with developing general theories of organizations that would produce maximum organizational efficiency. As their work progressed, the focus moved from efficiency to effectiveness, as Spray (1976) acknowledged in the following statement: "Development of empirical methods in the social sciences, combined with a recognition of the increasingly pervasive influence of formal organizations, resulted in a proliferation of approaches to the study of organizational effectiveness" (p. 1).

Researchers in this field have used a variety of labels to refer to effectiveness. Peters and Waterman (1982) chose to use the term "excellence." Heaton (1977) preferred to use the label of "productivity" instead of effectiveness. His model has many of the features of a systems approach to the assessment of effectiveness. He explained the productivity of a human service organization as one of four operating functions: input, processing, output, and timing and coordination. Becker and Neuhauser (1975) selected efficiency as their label for the effectiveness concept. Using efficiency and effectiveness interchangeably, they focused largely on the input/output ratio as a measure of efficiency. They summarized their approach to the study of organizational effectiveness in the following statement: "How well, how efficiently, how effectively organizations produce a good or service constitutes the relevant output variable in the study of formal organizations. All other variables--size, succession rate, complexity, administrative ratio--are input variables" (p. 3).

Cummings and Schwab (1973) selected "performance" as their label for effectiveness and focused their discussions on systems for the appraisal and development of organizations which managers might use to increase the performance of employees. These writers devoted considerable attention to the employees of the organization as opposed to management. They viewed employee ability and motivation as the main determinants of performance. They also recognized the effect of environmental variables such as job design, supervision, fellow workers, compensation, working conditions, training and evaluation on ability and motivation.

The extant literature has focused on the definition and assessment of organizational effectiveness. Spray (1976) contended that

> the scientific assessment of organizational effectiveness is an extremely complex subject [and concludes that] there is a growing theoretical unity and coherence in the study of organizational effectiveness: a unity based on a systems model of organizational functioning. (p. 166)

In summary, a number of labels have been presented which appear to be synonymous with organizational effectiveness. Of more importance, perhaps, especially to the practitioner, are the criteria which might be used to measure organizational effectiveness.

Criteria for Organizational Effectiveness

Cameron and Whetten (1983) suggested that writers have been unsuccessful in presenting criteria for the evaluation of organizational effectiveness because "organizational effectiveness is closely associated with conceptualizations of organizations" (p. 4). In spite of this difficulty, writers and researchers continue to advance lists of indices, indicators, or criterion measures of organizational effectiveness.

One such list, developed by Steers (1977), identified 14 criteria for use in the evaluation of effectiveness: adaptability, flexibility, production, satisfaction, profitability, resource acquisition, absence of strain, control over environment, development, efficiency, employee retention, growth, integration, open communication, and survival. In a more extensive review of the literature, Campbell (1977) presented 30 indices of organizational effectiveness. He also raised the issue of appropriate criteria for organizational effectiveness and suggested that "there is no algorithm of science that will specify the variables that should be labeled as criteria of organizational effectiveness" (p. 46). He suggested that these criteria will be determined by value judgments and political considerations instead.

Mott (1972) had earlier combined many of these criteria into four organizational indices for organizational effectiveness: (a) productivity, (b) adaptability, (c) flexibility, and (d) overall effectiveness. Conceptually, Mott viewed effectiveness as "the ability of an organization to mobilize its center of power to produce, to adapt to change, and to cope with emergencies" (p. 34). Lawler et al. (1980) further synthesized this concept to reflect organizations having two dimensions of effectiveness: "the task-performance capabilities of the organization and the human impact of the system on its individual members" (p. 6).

Based on results of research in Alberta, Holdaway and Johnson (1993) concluded that school climate was the most important indicator for assessing overall school effectiveness. Brassard (1993) noted that, although consensus does not exist in the literature about the nature of school effectiveness, " the criterion of student achievement is easily acknowledged as best accounting for the schools' performance" (p. 156).

In summary, many criteria, indices, and indicators for assessing organizational effectiveness appear in the literature. Because no one criterion has been identified which assures effectiveness, a multiple-criterion approach is usually advocated.

Models for Organizational Effectiveness

A great variety of conceptualizations of models of organizations occurs in the literature. Beginning with Taylor's (1911) machine metaphor, the concept of organizations evolved through Gouldner's (1959) natural systems, Etzioni's (1964) social units deliberately constructed to seek specific goals, Buckley's (1967) open systems, and Morgan's (1986) metaphors which included brains and psychic prisons, to Bolman and Deal's (1988) political and symbolic metaphors. These changing conceptualizations attest to the complexity and variety of thought relative to organizations.

Cameron and Whetten (1983) addressed the complexity of organizations in their statement that "no single symbol, model, or metaphor can capture the complexity of organizations, so a variety of different ones are required" (p. 6). Further, they suggested that "a clear conception of organizations is not needed to understand effectiveness" (p. 5).

Organizational effectiveness remains a complex and difficult concept. There is no general agreement on its definition or its measurement. Hoy and Ferguson (1985) noted that "scholars now generally agree that effectiveness is a multidimensional rather than a unidimensional construct" (p. 118). This observation was also advanced by writers such as Steers (1977), Campbell (1977), and Mott (1972).

Campbell (1977) proposed two points of view on what organizational effectiveness means and how it should be assessed--the goal-centered view and the systems view.

Goal-centered model. The goal-centered approach defines effectiveness in terms of how well the goals of the organization are being achieved. Using this approach, a school system would be judged effective to the degree that the goals of the system are reached. Hoy and Ferguson (1985) suggested that this view rested on several assumptions: "First, rational decision makers in the organization are guided by a specific set of goals, and second, these goals are both few enough in number and defined clearly enough to be understood and taken on by participants" (p. 118).

A major problem with the goals approach is the assumption that the stated goals of the organization coincide with those which the organization is actually pursuing. Many of the operational goals of an organization are not articulated or communicated. Given that these goals must be clearly understood if the effectiveness of the organization is to be realistically measured constitutes a serious deficiency in the goals approach. Such criticisms have led many to conclude that the goal model for the study and evaluation of organizational effectiveness is inadequate.

Systems model. Owens (1987), Bolman and Deal (1988), Gilliland and Gilliland (1978), and Morgan (1986) have all acknowledged that the systems theory originated in the basic sciences and more particularly in the works of biologist Ludwig von Bertalanffy. General systems theory, as stated by Gilliland and Gilliland (1978), "is a philosophy or a conceptual framework which explains empirical relationships" (p. 1). This theory is comprised of a set of principles which explains the way the system functions. Gilliland and Gilliland further noted that these principles "cannot be invented; they can only be discovered because they already exist" (p. 1). Morgan (1986) noted that "the organization must achieve an appropriate relation with that environment if [it] is to survive" (p. 45). Katz and Kahn (1966) expressed much the same sentiments when they stated that "social organizations are flagrantly open systems in that the input of energies and the conversion of output into further energetic input consists of transactions between the organization and its environment" (pp. 16-17).

Hoy and Ferguson (1985) in their evaluation of the systems model stated that "it is impossible to define specific goals in any meaningful way: hence the major concerns of organizations are to survive and grow" (p. 120). They suggested that to evaluate the effectiveness of the organization, it is necessary to determine these aspects: (a) the internal consistency of the organization, (b) the efficiency and use of its resources, (c) the success of its coping mechanisms, and (d) its ability to compete for scarce resources.

Steers (1977) promoted a similar model which he labeled the process model for understanding organizational effectiveness. Steers stated that individuals "can do more to facilitate effectiveness if they understand the major processes that influence it" (p. 4). He defined effectiveness as the "organization's capacity to acquire and utilize its scarce and valued resources as expeditiously as possible in the pursuit of its operative and operational goals" (p. 5). Steers combined three concepts in building his model: (a) goals optimization, (b) systems perspective, and (c) emphasis on human behavior.

Eclectic model. According to Connolly, Conlon, and Deutsch (1980), both of the above models seemed to share a common assumption: "It is possible, and desirable, to arrive at the single set of evaluative criteria, and thus a single statement of organizational effectiveness" (p. 212). Hoy and Ferguson (1985) noted that "the goal model stresses the successful attainment of specific objectives, while the systems model is more concerned with internal consistency, the ability to adapt, and the optimization of resources" (p. 121). The two approaches are somewhat different, but the general notion of "directed organizational behavior represents a common theme" (Hoy & Ferguson, 1985). To evaluate this "organizational behavior," Goodman and Pennings (1977) suggested that any framework should include the following: "(1) the nature of the organization, (2) the definition of effectiveness, (3) the domain of effectiveness, (4) constituencies, and (5) testability" (p. 5).

Although their work was completed decades ago, Georgopoulos and Tannenbaum (1957) advanced a definition which is still applicable today: Organizational effectiveness is "the extent to which an organization as a social system, given certain resources and means, fulfills its objectives without incapacitating its means and resources and without placing undue strain upon its members" (pp. 536-537). Immegart and Pilecki (1973) developed a four-dimensional scheme for analyzing organizational outcomes. Hoy and Ferguson (1985) suggested that the Immegart and Pilecki "model can be used to access the extent to which productivity, integration, organizational health, and feedback (evaluation) are present in organizational outcomes" (p. 124).

In an earlier study, Mott (1972) argued that effective organizations "are those that produce more and higher quality outputs and adapt more effectively to environmental and internal problems than do other, similar organizations" (p. 17). He proposed the following effectiveness criteria: (a) quantity and quality of product, (b) efficiency of production, and (c) the adaptability and flexibility of the organization.

Zammuto (1982) studied these earlier works and acknowledged the advantages of both the goal-based and systems approaches to organizational effectiveness. He proposed an evolutionary model for judging the performance of organizations whereby the element of time is taken into consideration. Zammuto (1982) contended that his evolutionary approach treats effectiveness as "the ability of an organization to satisfy changing preferences of its constituencies over time" (p. 82). Because the preferences of the constituents change over time, as do the organizational constraints, "the goal is to continually strive at becoming effective rather than being efficient" (p. 161).

In summary, all effectiveness models recognize the broad range of organizational outcomes, are multi-dimensional, are concerned with both the environment and internal problems, and address both production and adaptation as highly complex processes.

Leadership and the Superintendency

The effectiveness of today's leaders and the criteria upon which to evaluate that effectiveness is a dilemma which, for many, defies identification. The search for an understanding of why some leaders are effective and some are not has gone on for many decades and has produced several different approaches to the study of leadership. The identification of leader effectiveness, in general, and the recognition and evaluation of educational leadership, in particular, was the intent of this study. The following review concentrates on definitions of leadership, leader effectiveness, educational leadership, and the role and functions of the superintendent.

Leadership Theories

Owens (1987), in his treatment of organizational behavior, defined leadership as "a highly complex activity that is not reducible to simple statement or definitions" (p. 126). Johns (1988) also connected his definition to the organizational context when he stated that "leadership occurs when particular individuals exert influence upon others in an organizational context" (p. 309). Sergiovanni (1987) in a similar vein offered this comment: "Leadership reality for all human groups is the reality they create for themselves and thus it cannot exist separate from what people find significant and meaningful" (p. 1). Bennis and Nanus (1985) also emphasized the need for leaders to focus on the needs of the people they lead. Further, Cunningham (1985) suggested that leaders of the future will need to be in possession of "a healthy attitude towards children and their needs and towards society and its needs" (p. 27).

Trait theory. Early studies of leadership concentrated on the examination of traits of the great leaders in an attempt to find the elusive combination to successful leadership. As early as 1948, Stodgill concluded that there was little to support the belief that traits and the capacity to lead effectively are systematically related. Johns (1988) defined traits as "personal characteristics of the individual, including physical characteristics, social background, intellectual ability, personality, task orientation and social skills" (p. 312). Immegart (1988) reported that most analysts argue that "intelligence, dominance, self confidence and high energy activity levels are [traits] most often mentioned and commonly agreed on" (p. 261). The trait approach alone proved to be insufficient to explain the phenomenon of leadership. Johns (1988) concluded that "the most crucial problem of the trait approach to leadership is its failure to take into account the situation in which leadership occurs" (p. 313).

Situational theory. Hoy and Miskel (1987) stated that "reaction. . . to the trait approach was so intense during the late 1940s and 1950s that for a time it seemed that both psychologists and sociologists had substituted a strictly situational analysis for the then questionable trait approach" (p. 273). The situational approach attempted to identify distinctive characteristics of the setting to which the leaders behavior may be attributed. Researchers tried to isolate specific properties of the situation which had relevance for leader behavior and performance, but they had little success. Consequently, the jump from "leaders are born, not made" to "leaders are made by situation, not born" was short-lived. Hoy and Miskel (1982) stated that "to restrict the study of leadership to a single approach is unduly restrictive and counterproductive" (p. 223). They further stated that for the past four decades most studies "indicate that both personality and situational factors are important to leadership effectiveness" (p. 223).

Two-dimensional theory. The introduction of the two-dimensional leadership theory, as reported by Owens (1987), considered three important elements of leadership:

"the behavior of the leader, the behavior of the followers, and the environment of the situation" (p. 129). This approach was reflected in McGregor's Theory X and Theory Y, which differentiated leadership styles into either task-motivated or people-motivated actions. An extension of the two-dimensional approach is the grid concept advanced by the Bureau of Business Research in 1945 in the form of the Ohio State Leadership Study, which identified the two dimensions as initiating structure and consideration. The Blake and Mouton model divided the dimensions of leadership into an array of possible choices for administrative action ranging from a 1.1, representing a style of minimum effort, to a 9.9, representing a style of high concern for people and a high concern for organizational production, and a number of possibilities in between. The managerial grid became very popular and Owens (1987) reported the 9.9 pattern of leadership as the most likely "to yield optimum results in most organizations" (p. 134).

Contingency theory. Contingency theories of leadership, based on the concept that there is no one best way of leading and that effectiveness depends upon using a leadership style appropriate to the contingencies of the situation, represent the conceptual framework of the next model . Four contingency models are prevalent in the literature: Fiedler's (1972) contingency model, Vroom and Yetton's (1973) decision-tree, Reddin's (1971) 3-D model, and Hersey and Blanchard's (1977) situational theory model. Each model is a development of an earlier model with significant contributions of their own. Fiedler (1972) suggested the two dimensions of leadership were exclusive and an individual leader would exhibit one or the other of these leadership dimensions at any one time. His most significant contribution was the development of his Least Preferred Coworker Scale which assessed the leader's orientation towards task or people. The Vroom and Yetton Model (1973), later enhanced and presented as the Vroom and Jago Model (1988), identified the central issue in leadership as the participation in the decision-making process. The conditions that influence whether enhanced participation will benefit or detract from the quality of decisions included "the goals of the participants, the knowledge possessed by the participants, the size of the group, disagreement among participants, [and] the nature of the problem itself" (p. 20). A decision-tree flow chart was developed to allow for diagnosis of a particular situation by answering yes or no to a series of questions which led to a preferred way of dealing with that situation. Vroom and Jago (1989) contended that "the problem of decision that a manager confronts is potentially a much better indicator of how that manager will behave than is the manager's personality of overall style" (p. 100).

The three-dimensional style proposed by Redden (1971) added a third component to the previous models, that of effectiveness. He suggested that effectiveness is not a quality a manager brings to a situation, rather it is the extent to which the manager achieves the output requirements of his position.

The last of the contingency models examined in this review is that provided by Hersey and Blanchard (1977). The situational leadership theory added, as its contribution, the recognition of the characteristics of the subordinates in selecting leadership style. This component identified the level of maturity or readiness of the group to perform a specific task. Creed (1978), in summarizing the Hersey and Blanchard model, stated that

> Successful leaders adapt their behavior to meet the needs of the group and of the particular environment. Leader behavior should change as the maturity of the group being led increases. As subordinates' maturity increases, leader behavior should be characterized by a decreasing emphasis on structuring behaviors, and an increasing emphasis on considerate behavior. (p. 28)

In Owens's (1987) conclusion to his review of the literature, he addressed the need for further development of leadership theory:

> Recent research emphasizes the need for three additional forms of leadership in the educational organization. . . . One of these is educational leadership . . . the second is symbolic leadership wherein the leader communicates purpose, values, and significance to followers. . . . The third form of leadership, cultural leadership, is focused on developing a strong

> organizational culture in which people believe strongly, with which they identify personally, and to which they gladly render their loyalty. (p. 158)

Role

Role is the behavior expected of individuals in particular positions in a group. Kahn, Wolfe, Quinn, and Rosenthal (1964) proposed that, instead of groups, one should consider the sociologists' term "role sets." They identified the formal positions in an organization as "offices," and the expectations for the occupant as their "role." It is then incumbent on the individual examining role expectations to identify others with whom that person is connected or associated in the performance of that role. This set of people with whom role relationships exist constitute the role set. In most group situations, role expectations are developed by the group members. Schein (1980) suggested that "the organization as a whole can then be thought of as a set of overlapping and interlocking role sets, some of which transcend the boundaries of the organization" (p. 198).

Role descriptions are developed by all members of a group for themselves as well as for the other members of that group. Costley and Todd (1991) suggested that "the development of these role expectations involves the perceptions, attitudes, and feelings of the individuals toward other group members and toward the objectives of the group" (p. 263). Role expectations are influenced by the formal organizational requirements, role relationships with the constituents of their "role sets," and the abilities and desires of the individuals in the role.

Role studies, according to Kahn et al. (1964), can be approached from three different perspectives: role overload, role conflict, and role ambiguity. Their study showed two features of role conflict: (a) role conflict increases when some members are inside and some are outside the organizational boundaries, and (b) role ambiguity increases as the rank of the focal person in the organizational structure approaches the top of the organizational chart. Similarly, Bridges (1982) found that the discrepancies between an individual's expectations of their role and the expectations held of them by others figured prominently in the variance between expectations and behavior, and the degree of consensus between administrators and members of their "role sets."

Several role-related studies have specifically addressed the role of educational administrators. Sweitzer (1958) found substantial discrepancies between superintendents' and board members' views on instructional leadership and the accuracy of superintendents' perceptions of board members expectations were low. Similarly, Sletten (1958) observed that the superintendent's role is professionally defined outside the culture in which it operates, leading to conflicting expectations between professionals and lay members of the school boards. Cuban (1976) supported this position in his in-depth study of three urban superintendents. This role ambiguity was addressed in a number of studies of school superintendents (e.g., Tornow, 1965; Waier, 1970) and school board members (e.g., McCarty, 1959; Thorson, 1966). Lipham (1988) suggested in his review of these studies that "In addition to clarifying organizational roles, the studies have generally shown that extent of agreement on role expectations and perceptions is meaningfully related to a wide variety of organizational processes, relationships, and outcomes" (p. 175).

A study of elementary principals in Oregon explored the extent of fit between self-image, central office-image, and community images of the elementary school principal. As a result of the ambiguity manifested in this study, Foskett (1967) suggested that differences in perceived expectations could diminish the effectiveness of role performance. These resulting conflicts in expectations create role stress, a concept addressed by Erez and Goldstein (1981). They concluded that role stress derived from conflicting expectations led principals to emphasize their administrative and managerial duties and to neglect their instructional responsibilities.

In his survey of role-related studies, Boyan (1988) suggested that "as a group the role-related studies have confirmed beliefs that (a) perceived expectations do influence the feelings of administrators about what they should do and (b) a match of self-expectations and others' expectations promotes favorable assessment by the others" (p. 83). Salley (1979) addressed superintendent's job priorities and identified 17 job dimensions for the school superintendency which he grouped into four categories: relationships with people and groups, instruction, personnel, and administration. Ingram and Miklos (1977) addressed the role of the superintendent in Alberta and suggested that the functions of the superintendent's role could be divided into four categories similar to those offered by Salley, namely, executive, managerial, educational, and public relations.

Canadian publications addressing the role of the superintendent have expressed concern for the lack attention this important position has received by scholars and writers. Boich, Farquhar, and Leithwood (1989) suggested that "the position of School Superintendent in Canada represents a major role in educational leadership that has undergone significant change since it was originally established. Yet the evolution of this position has been neglected by scholars, writers, and those responsible for professional preparation" (p. vii). Leithwood and Musella (1991) suggested that the role of the Chief Education Officer "is probably understood well only by experienced trustees, a few scholars, and those with personal experience in or very close to the role" (p. 2). In their address of the current role of the superintendent, Downey, Fleming, and Denley (1989) suggested that "The superintendents of today derive their duties and responsibilities from three sources: legislative and regulatory prescription; role expectations held by the employing board; and self-imposed mandates arising from the individual's initiative, as aided and encouraged by the professional association of school superintendents" (p. 28).

Functions of the Superintendent

Duignan (1980) used a structured observation technique to observe and record how eight Alberta superintendents spent their working time. He concluded that superintendents occupied "an important position in the formal organisation of the educational system. As the executive (usually the chief executive) of the school board and as the educational leader of his professional employees, he coordinates the activities of numerous individuals and groups in achieving a common goal--the education of children" (p. 5). In a report on three separate American studies--two conducted by Pitner investigating the everyday activities of suburban superintendents and one by Ogawa studying the meaning that superintendents attach to their work--Pitner and Ogawa (1981) described the superintendent as the "central figure in the institutionalization of societal preferences in schools" (p. 50). According to Konnert and Augenstein (1990), in their review of "the unique position in the school systems of the United States known as the superintendency," leadership is the essence of the superintendency. The expectations for the superintendent in each educational organization are as varied as the individual districts and the people populating these organizations. Farquhar (1989) recognized the changing role of the superintendent in Canada in his article on the evolution of the superintendent's role. He stated that "the role of the chief school officer has undergone rapid and significant development, particularly in the past two decades" (p. 3).

Genge (1991), in his study of effectiveness of selected superintendents in Alberta, conducted extensive, semi-structured interviews with 13 superintendents to assess the ambiguous, demanding, and influential nature of their role. These 13 superintendents were selected by a panel of judges as being among the most effective in the province. The major findings of the study suggested that CEOs tended to be future-oriented, to emphasize planning, to be consultative, and to be aware of the concerns of individuals. In this study, he offered the following observation: "Given the evolving nature of the school superintendency and the dynamics of the systems over which they preside, it is obvious that the position will continue to be challenging, frustrating, time-consuming, interesting, threatening, and totally demanding" (p. 12).

In Musella's (1991) study of the changing role of chief education officers in Canada, a questionnaire was circulated to 110 CEOs to solicit responses to two questions: (a) "Based on your experience, in what ways has the job of CEO of school boards changed over the past ten years?", and (b) "What has led to these changes?" (p. 5). In a review of his study, he stated that "the major change had to do with changes in expectations and roles played in the everyday administrative life of the most senior education official. The major change is from educational leader to senior administrator" (p. 8). In light of the significant change in the responsibilities of the superintendent and the ever-changing face of leadership as reported in the literature, it was important to look at the leadership role as it pertains to district organization.

In a study of Alberta superintendents, Green (1988) conducted a survey using a questionnaire format to investigate the level of importance of specific factors to the work of school superintendents. From this study he concluded that the most significant tasks performed by the superintendent included policy development, working with trustees, public relations, personnel management, and financial management. Earlier studies carried out by Duignan (1980) and McLeod (1984) in Canada, and Pitner and Ogawa (1981) in the United States presented detailed outlines of what superintendents do with the hours that make up their day. All three studies used Mintzberg's (1973) topology as a basis for their investigations, concentrating the managerial component of their study on the five areas Mintzberg suggested involve managers: the telephone, desk work, unscheduled meetings, scheduled meetings, and tours. Duignan (1980) concluded that superintendents spent approximately 70% of their total working time in verbal contact with individuals and groups, and that the activities of superintendents were predominantly administrative in nature. Pitner and Ogawa (1981) emphasized the symbolic dimension of the superintendent's leadership behavior and activities. Mintzberg's (1973) study found

> the pressures of his job drive the manager to be superficial in his actions --to overload himself with work, encourage interruptions, respond quickly to every stimulus, seek the tangible and avoid the abstract, make decisions in small increments, and do everything abruptly. (p. 7)

This study tended to contradict the commonly held view of the manager as a person constantly in control: planning, coordinating, and organizing the daily activities. Pitner and Ogawa (1981) offered more supportive data, used terms such as "mediator," "communicator," "above reproach," "exerts a sizable influence," "a vehicle for translating community preference," "wields the influence of their office to improve education," "has an acute sense of timing," and "has an ability to transmit information in a persuasive manner," to describe the superintendent. In his 1984 study, McLeod reviewed the work of 14 Ontario CEOs. Four superintendents were shadowed for four years and 10 others observed for five concurrent days to examine work characteristics and the reasons for specific segments of their work activities. The purpose of the study was to determine to what extent their official purpose was reflected in the manner in which they broached their everyday responsibilities. As a result of his study, McLeod defined the superintendent as "a key organizational actor . . . a mover and shaker . . . a functionary . . . a transformational leader . . . preoccupied with administrative control and technical proficiency" (pp. 180-184). Although each of these research projects studied the actions of the superintendent in detail, none was able to establish, with supporting documentation, a composite picture of what makes this leadership position vital to educational growth and development within the district. To the contrary, Wirt (1990) stated that "superintendents give very little evidence that . . . their leadership affects student achievement . . . instead superintendents undertake much more the role of system maintenance accomplished by micro-management of district operations" (p. 3).

In the development of the image of a leader, especially in the field of education, we tend to be more descriptive and less technocratic. Klopf, Scheldon, and Brennan (1982) presented an extensive list of characteristics as representative of educational leadership.

While addressing school leadership, this all-encompassing list provided a comprehensive summary of leadership characteristics found in the literature with particular emphasis on instructional leadership. Although there is much support in the literature for the superintendent as an instructional leader, more recent studies have emphasized a more complex role description for the chief educational officer. Wirt's (1990) recent work investigated the missing link in instructional leadership and included the role that superintendents play in conflict and district maintenance. He suggested the superintendent's role is evolving away from instructional leadership:

> So while the job becomes more demanding of time and energy with a new focus upon board relations and decision making, the superintendent is still an important part of local school systems. Being an educator, as well as a politician, combines an old and new task for this position. However, this combination is not finely balanced in each position or district. Rather, these professionals are reporting more demands on the political side, but much less on the educational side. . . . this shift between the two tasks means that the superintendent gets further removed from exercising leadership in instruction. (pp. 58-59)

Duignan (1980) concluded with the comment "the superintendent's administrative behavior is not, generally, as planned and organised as it sometimes suggests in the literature." (p. 25) and he itemized five major dilemmas of concern to the superintendent:

> 1. how to balance pace and quality in relation to his work behavior;
>
> 2. how to deal with current and emergent issues while still endeavoring to plan for long-range issues;
>
> 3. how to make efficient use of his time while at the same time endeavoring to run a humanistic organisation;
>
> 4. how to apportion his time between activities that are managerial in nature and those that are educational; and
>
> 5. how to manage his information system so that current and relevant information is available and accessible when required. (p. 25)

In a similar vein, Pitner and Ogawa (1981) expressed the concern that the literature, as they studied it, ignored the broader contextual influences of leadership, and therefore it "greatly inhibited the description of important dimensions of organizational leadership, at least as it is manifested in the school superintendency" (p. 61). Leithwood and Musella (1991) supported the claim of limited understanding of the superintendent's leadership role when they stated "that the work of the CEO is not well understood should not be surprising--it is invisible to most. . . . Nor should it be surprising that the value of the CEO's work is viewed with skepticism by some" (p. 3).

To effectively address the reality of the superintendent's divergent role, Wirt (1990) suggested that a major change in role is needed. He stated that "In the process, superintendents had to change their role because public expectations of their behavior had changed to this politicized environment. This role changed from the traditional "unpartisan technician" to a new "political professional" (p. 20). Holmes (1991) addressed a similar concern in his work on the values and beliefs of Ontario's CEOs where he reported that

> CEOs claim to give 75 per cent of their time to political (external and public relations) and managerial (including financial management) issues and general communication within the system. Only 20 per cent of their time, they say, is devoted to substantive issues of program--broadly defined to include curriculum, extra curricular activities, scheduling and school closing and personnel. (pp. 171-172)

Educational Leadership

Bennis (1989) identified leadership as "at least as much an art as a science, and the key is the people themselves, their ability to know their strengths and skills and to develop them to the hilt" (p 145). In his treatment of this subject, Duke (1986) listed four properties of aesthetic leadership: direction, engagement, fit and originality, and three properties referred to as artistry of leadership: dramatics, design, and orchestration. He described leadership in the following terms:

> Leadership, in fact, helps bring meaning to the relationships between individuals and greater entities--communities, organizations, nations. Meaning often results less from achieved objectives, rational planning, and the manipulation of power than from dramatic performance, inspiring expressions of public concerns, and creative responses to unforeseen occurrences. (p. 13)

Sergiovanni (1987) argued for a category of leadership that he called "educational leadership" encompassing the two factors, initiating structure or task orientation, and consideration or the human factor, as well as the concepts of symbolic leadership and organizational culture. "Culture" refers to the uniqueness of an organization, its own personality. To build on culture a leader must take an organization's history, traditions and customs, develop their meaning and significance, preserve them, and develop new and expanded traditions. Although Bennis was not referring directly to the educational environment when he wrote about leadership, it was symbolic leadership he addressed. Owens (1987) summarized symbolic leadership in the following terms:

> symbolic leaders signal and demonstrate to others what is important, what is valued, what is wanted . . . create and communicate a vision . . . create and communicate purpose. Symbolic leaders seem to make clear to subordinates the connection between what they do, on the one hand, and what they can do, on the other, towards the achievement of excellence. (p. 155)

Downey, Fleming and Denley (1989), in their analysis of the superintendency in British Columbia, noted that "contemporary analysts of the phenomenon called leadership argue that both through training and experience most leaders are conditioned to be of the managerial type. What is needed, they claim, if enterprises are to flourish, is a new emphasis upon the symbolic aspects of leadership" (p. 42).

Sergiovanni addressed most of his writing on educational leadership to school leadership. When Klopf et al. (1982) listed their basic characteristics of leadership, they were referring specifically to the principalship. These concepts apply as readily to district leadership as they do to schools. Sergiovanni (1987), in describing the cultural structure of the school, suggested that "for all intents and purposes a school of thirty classrooms is more like thirty schools than one" (p. 7). This particular reference speaks to the unique nature of the organization called school and supports the need for specific research in educational leadership. It also suggests the similar nature of leadership in schools and districts. Successful leaders, according to Sergiovanni, have a different mind set or "mindscape" than ordinary leaders. He defined mindscape as "one's image, view, theory, and set of beliefs which orients a person to problems, helps to sort out the important from the unimportant, and provides a rationale for guiding one's actions and decisions" (p. 118).

Downey, Fleming, and Denley (1989) stated that

> symbolic leadership involves creating an image of the enterprise; setting its mandate and mission; representing the image, mandate, and mission to other agencies; using communication and symbolism to diffuse criticism and to generate support; and personifying the enterprise both to its members and to the outside world. (p. 42)

Sergiovanni (1987) distinguished between managerial and symbolic aspects of leadership as follows: "Brute data are the events of leadership life in raw form, objectively described and carefully documented. Sense data, on the other hand, stem from what events mean to people, how people are touched by the events, and the significance people attach to the events" (p. 2). Both components figure significantly in the role of the superintendent. Duke (1986) amalgamated these two concepts in the following statement:

> It seems reasonable to maintain that not all of what a leader does represents leadership. Much of the work is routine administration. In some cases a particular leader may not be engaged in any activity worthy of the label leadership. In other instances a person who does not occupy an executive role may seem to possess leadership qualities. (p. 9)

In light of the cited description of the role of superintendents--as decision makers, chief executives, mediators, communicators, and functionaries, and the multiple groups they interact with--the image of superintendents as symbolic leaders aware of the cultural environment in which they operate seems to be appropriate.

Burns (1978) noted that transformational leadership went far beyond management. He described a transformational leader as one who "looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transformational leadership is a relationship of mutual stimulation and elevation"

(p. 68). Tichy and Ulrich (1984) summarized their findings on the qualities of transformational leaders in these words:

> What is required of this kind of leader is an ability to help the organization to develop a vision of what it can be, to mobilize the organization, to accept and work toward achieving the new vision, and to institutionalize the changes that must last over time. (p. 59)

Coleman and LaRocque (1990) addressed transformational leadership in their British Columbia study on 10 school districts in which they reported a "strong district presence" in high-performing school systems. They (LaRocque and Coleman, 1991) later stated that "it is only subsequently, however, that we began to view the superintendency as transformational leadership. From this perspective there is a correspondence between 'vision' and 'strong convictions', between 'range' and 'mutual influence', and between 'reach' and 'focus on productive district ethos', all important elements of transformational leadership" (p. 103).

Bennis (1984) also addressed transformational leadership and outlined the following competencies common to transformational leaders:

> 1. Management of attention: a compelling vision which brings others to a place they have not been before; a clear sense of outcome, goal, and direction.
>
> 2. Management of meaning: communicating the vision; making dreams apparent to others and aligning people with these dreams.
>
> 3. Management of trust, constancy, and focus.
>
> 4. Management of self: knowing one's skills and deploying them effectively. (p. 17)

Konnert and Augenstein (1990) suggested transformational leaders are pro-active, creative, novel, and innovative. For superintendents to provide the leadership needed for the future, they must become visionary leaders and in so doing they must

> (a) develop in themselves and others a sense of mission regarding where their system should be going and an understanding of what is important in the school system. The mission statement must then be converted to goals that are understandable and achievable.

> (b) help the board, staff, students, and community refine the myriad of creative and innovative ideas into a mission statement for the school.
>
> (c) motivate school personnel to accept and work towards the achievement of these goals. (p. 28)

In his thesis on American public school administration, March (1978) suggested that effective management and administration within a complex organization are difficult and challenging functions and promote the attainment of educational goals to the same degree that educational leadership can. He suggested analytical administrative skills should be developed through university preparatory courses for educational administration. He concluded that "if we can improve the capacities of educational administration to deal with experts, to solve problems in the absence of goals, to treat data from a decision perspective, to manage conflict and coalitions, and to allocate time, it would be an impressive set of contributions" (p. 17). Murphy, Hallinger, and Mitman (1983), when addressing the complexity of this leadership role, suggested that "it is better to view management and leadership not as two ends of a continuum, but as highly interconnected and mutually reinforcing activities that, in tandem, can move resources towards achieving organizational goals to a far greater extent than could either one, if functioning separately" (p. 300). The literature reviewed in this study supports the contention that the role of the superintendent is complex, involving significantly more than the instructional leadership component advocated as the key to school-based leadership. Konnert and Augenstein (1990) suggested that "the most obvious uniqueness of the superintendency is the overall scope of the position. The necessity to look at the big picture is paramount" (p. 50). Leithwood and Musella (1991), in their report of nine studies of CEO's job functions, suggested that "CEOs and those in other roles with whom CEOs work (including school board members) often hold different understandings of what CEOs do and ought to do: such differences if not resolved, may hamper the CEO's effectiveness" (p. 11).

Peterson, Murphy, and Hallinger (1987) concluded that for superintendents, a "combination of coordinative, controlling, and asserting behaviors and structures affected both technical efficiency and cultural linkages to increase student achievement in the district" (p. 90). In Musella's (1991) study of the changing role of 110 CEOs throughout Canada, he stated that "the major changes had to do with changes in expectations and roles played in the everyday administrative life of the most senior educational officer. The major change is from educational leader to senior administrator" (p. 8).

Musella and Leithwood (1991) concluded from their Ontario study that "CEOs were perceived to be exhibiting all the properties of leadership (or using all methods of influence) identified in Duke's (1986) theory of leadership. Furthermore, they were perceived to be making much more extensive use of each leadership property (or influence method) than those in any other role examined in the study" (p. 93).

The literature to date placed one of two perspectives on leadership within the superintendency: a conflict perspective (e.g. Blumberg, 1985; Wissler & Ortiz, 1988) or an administrative control perspective (e.g. Peterson, 1984; Murphy, 1987; Crowson, 1987). It suggested that the strong superintendent of the future is likely to be less a "take charge boss" than an unheroic and more consultative leader of the school district organization. Crowson and Morris (1990) found that

> our study nevertheless has discovered thus far the considerate qualities and choice in executive leadership (e.g., community-consciousness, risk-consequences, personal investment, people-skills, a "testing-time" board cooperation) far more than it has reflected the traditional businesslike dimensions of administrative direction, power politics, top-down goal setting, efficiency of operation, and bags of managerial tools. (p. 60)

One CEO in Musella's (1991) study summarized societal changes and their effect on the role of the superintendent as follows:

> Education is the new religion--the promise of a better future and the scapegoat for current ills. It is under tremendous scrutiny and pressure. The dynamics of change are accelerating. It is no longer good enough to be efficient and professional . . . financial stresses passed down from higher

> levels of government, coupled with increasing mandates...are demanding new responses--new ways of conceptualizing and doing business. (pp. 12-13)

Wirt's (1990) comments on instructional leadership seem to provide an appropriate conclusion to this review. He stated that "there clearly is no singular conception of leadership--certainly not of superintendents' leadership--that can be found in experience; rather the concept that their leadership is indeed situational is widely understood by practitioner and scholar alike" (p. 4). Leithwood and Musella's (1991) extensive study of directors of education in the province of Ontario lead them to conclude that

> some CEOs clearly put their imprint on their organizations, are visibly helpful to most of their colleagues in their organizations and are a major explanation for the quality of the educational services provided to the students. CEOs such as these, however, are few in number. Many more seem to be "minding the shop", for the most part, with most of their time devoted to managing their boards. (p. 15)

Sources of Influence

In the discussion that follows, sources of influence are perceived as a psychological phenomenon, that is, influence in an institutional setting. This is not defined as the influence of informal groups but the power or influence derived from one of two sources: authority or prestige. Any consideration of influence can be undertaken with reference to one, or a combination of both of these sources. If the view is accepted that leadership involves working with others to set and achieve organizational goals, then the linkage between leadership and influence is clear.

Abbott and Caracheo (1988) noted that "terms such as power, authority, control, leadership and influence are used interchangeably" (p. 230). Any attempt to draw a clear-cut definition of power is greatly hampered by the inability of social scientists and students of administration to agree on just what is meant by the term. Further difficulties in the study of power are presented by the differences of opinion on how to measure or even determine whether a certain individual has power over another individual in a given situation. For power to exist socially, there must be someone to exert power and someone for that power to be exerted upon. Thus power involves some social interaction and the one who prevails in that interaction has power.

There is considerable disagreement and confusion over the definition of power. The literature provides almost as many definitions of power as there are articles or textbooks on the subject. The following definitions are offered to help clarify this concept. Pichler (1974) defined power as "the individual or collective ability to affect the thoughts, emotions, or actions of one or more other persons" (p. 401). Pichler's notion of power is that it is bilateral: It exists through interaction between two or more parties. Abbott and Caracheo (1988) defined "power as a force that determines behavioral outcomes in an intended direction in a situation involving human interaction" (p. 241). They did not suggest that an individual or group has power, but rather that an individual is able to exercise power when the conditions under which the power might be exercised are present. Similarily, Johns (1988) viewed "power as the capacity to influence others who are in a state of dependence" (p. 426).

Although social scientists are not unanimous in their definitions, most tend to agree that power is the "capacity" to intentionally change or modify behavior in a relationship and that power is potential. When power is used, or becomes actual, it seems to take on some other form such as influence or control. French and Raven (1968), in discussing the concept of social power, suggested that it stems from five bases: reward power, coercive power, legitimate power, referent power and expert power. Similarily, Etzioni (1964) formulated four kinds of power which he called coercive, utilitarian, normative, and social. Hicks and Gullett (1975) postulated seven bases of power: physical, economic, knowledge, performance, personality, positional and ideological. In his study of Alberta high school principals, Gunn (1984) defined influence as "the ability of an individual to affect the thoughts, emotions, or actions of one or more persons, based on personal resources as well as the authority of one's office" (p. 58). All of the above emphasized the fundamental approach that power is personal and is always implemented by persons. Power is not implemented by organizations but by people acting in organizational roles.

The study of power has always been somewhat difficult because of the ambiguity over its definitions and its relationship to the terms "influence" and "control." Crozier (1964), when addressing this issue, stated that "moreover the use of power carries a distinct value connotation, so that ideological, as well as methodological reasons have been working simultaneously to cause researchers to avoid facing the issue" (p. 145). A positive perspective on this was proposed by McClelland (1975):

> The positive or socialized face of power is characterized by a concern for group goals, for finding those goals that will move men, for helping the group to formulate them, for taking initiative in providing means of achieving them, and for giving group members the feeling of competence they need to work hard for them. (p. 263)

In this study the terms "power" and "influence" have been used synonymously.

Nature of Power or Influence

The conceptual base of influence is divided into two components: personal influence and situational influence. Winter (1973) suggested that "leaders have power because they are in the right position, or because they happen to have the abilities that are required by the situation at that moment" (p. 11). In addressing personal power, he referred to "power motive" and defined it as "a disposition to strive for certain kinds of goals, or to be affected by certain kinds of incentives" (p. 17). The basic goal of those who have the "power motive" is to bring about change as they perceive it and to feel power in accomplishing this end. The conclusion suggested is that those who strive to become leaders have, in varying degrees, a need for power. In reaction to this proposition, McClelland (1975) concluded "leadership and power appear as two closely related concepts, and if we want to understand better effective leadership, we may begin by studying the power motive in thought and action" (p. 254).

Superintendents are clearly in positions of authority. Bjork (1990) addressed superintendent authority in his statement that "there is a clear hierarchy of authority that encompasses a centralization of power in which general policy making occurs at the top. . . . Goal setting and subsequent supervision of work (span of control), originates with superintendents" (p. 14). Hoy and Miskel (1987) advised that "the basic challenge facing all administrators is to find methods to extend their influence over their professional staff beyond the narrow limits of formal positional power" (p. 222). Gunn, Holdaway, and Johnson (1988) recognized the crucial role of administration in "organizational power" in their statement that

> If educational decision-making and leadership are to be improved, principals and those who educate, hire, supervise, and study them need to be reminded of the importance of substantial and wide-ranging organizational power for the attainment of strong and effective school leadership. (p. 4)

Musella's (1991) Ontario study found superintendents "describing a re-ordering of the sources of influence needed by the present day Canadian CEO from the heavy reliance on the legitimate (title), reward and punishment power bases of the past to those of identification (referent), expertise, information, and connection" (p. 7).

Job Satisfaction

The major theories of job satisfaction include need fulfillment, cognitive theory, discrepancy theory, equity theory, motivation-hygiene theory, facet satisfaction theory, and value theory. Locke (1969) classified the early work into two categories: the "subjective framework" when satisfaction is identified as "the consequence of an interaction between the worker and his work environment," and the "intrinsic framework" when satisfaction is identified as residing "wholly in the worker's mind" (p. 309). Locke's value theory identified values as the primary determinant of both facet and overall job satisfaction.

However, the general view that satisfaction results from value attainment is not in itself complete. According to Locke (1969), a number of questions require further investigation: "What is the relation of value importance to satisfaction? How do the various value judgments that an individual makes combine to produce overall job satisfaction? And what happens when an individual's values contradict or conflict with his needs?" (p. 1304).

Need fulfillment theory. The basic proposition of need theory is concerned with that which motivates workers. These theories specify peoples' needs and outline the conditions which will motivate individuals to seek satisfaction for these needs in compliance with organizational goals. Schaffer (1953) outlined 12 selected needs which affect the attainment of overall satisfaction. Maslow (1970) refined this approach by advancing a five-level "need hierarchy" which may be the most widely known theory of motivation. His theory argues that job satisfaction is directly related to the degree to which these needs are addressed: psychological, safety, love, esteem, and self-actualization. Porter, Lawler, and Hackman (1975) suggested a two-step hierarchy which collapsed Maslow's five steps to unite physiological and safety needs at the lower level, which must be satisfied extrinsically, and love, esteem, and self-actualization at the higher level, which must be satisfied intrinsically. They concluded from their study that "it is safe to assume that unless the lower-order needs are satisfied, the others will not come into play in any major way" (p. 43).

These findings of need fulfillment theory were challenged by Miskel (1982), Salancik and Pfeffer (1978), and Landy and Trumbo (1980). In each case, the theoretical concepts and the research techniques were called into question.

Motivation-hygiene theory. While the motivation-hygiene theory is a type of need fulfillment theory, it places much greater emphasis on the nature of the job and introduces the aspect of job facets. Hertzberg, Mausner, and Snyderman (1959) advanced this theory, which Hertzberg (1966) later expanded. The two-factor theory maintains that satisfaction and dissatisfaction do not exist on a continuum but exist independently of one another. Porter et al. (1975) attributed the wide acceptance of this theory to its simplicity and the fact it seems to make good intuitive sense. However, many theorists have criticized Hertzberg on theoretical and methodological grounds (e.g., Friesen et al., 1983; Landy & Trumbo, 1980; Isherwood & Tallboy, 1979; Vroom, 1964; Gross & Etzioni, 1985). In spite of such opposition, Hertzberg's work has been recognized for the contribution it has made to the development of job satisfaction in the areas of psychological growth and its relation to work.

Cognitive theory. Cognitive theory developed in contradiction of behaviorists' acceptance of a direct stimulus-response relationship. The theory is based on the idea that peoples' thoughts or knowledge about their own beliefs, values, attitudes, and behavior initiate their activities, rather than activities being directly initiated by stimuli. Weiner (1972) described this process as the encoding, categorizing, and transforming of internal or external stimuli into a belief. This information is then used to make decisions about subsequent action. The conceptual framework for most current cognitive models was described by Bolles (1974) in the following comment: "This is not to say that we do not respond to stimulation, but its absence emphasizes the point that we are not dependent upon stimulation; we are not passive. Cognitive processes in and of themselves generate plenty of behavior" (p. 19). The belief that individuals are not passive plays an important part in understanding the motivation of individuals in their work and therefore their job satisfaction. Discrepancy, equity, and instrumental-valence theories are all cognitive in nature and all are relevant to individual dimensions of job satisfaction.

Discrepancy theory. The discrepancy theory of job satisfaction is based upon the belief that the degree of satisfaction is a function of the discrepancy between the job outcomes a person expects and the outcomes that are perceived to be obtained (Lawler, 1973; Gilmer & Deci, 1977; Johns, 1988). Lawler (1973) stated that discrepancy promotes satisfaction if perceived rewards match or exceed anticipated benefits and dissatisfaction if the individual perceives the rewards to be less than desired. Locke (1976) supported this position and added a second component: "Every emotional response reflects . . . the discrepancy between what the individual wants and what he perceives himself as getting, and the importance of what is wanted to the individual" (p. 1304).

Equity theory. Equity theory is an extension of the discrepancy theory in that its concern for input-output balance is consistent with discrepancy theory, but it applies the concept of equity to the outcome. As opposed to simply balancing perceived outcomes with desired outcomes, the equity theory utilizes judgement by comparison of input-output balance with that of other workers in similar work situations. Gilmer and Deci (1977) supported this approach. Lawler (1973) saw the equity theory as an improvement on the discrepancy theory, as it added the component of equity to the measurement of adequate reward for job input. Job satisfaction is derived from adequate rewards for an individual's effort, whereas the adequacy of the reward is assessed by comparison of rewards to fellow workers. Lawler noted that equity theory "is vague about how people decide what their outcomes should be" (p. 69).

Instrumentality-valence theory. Vroom's (1964) cognitive model of motivation was based on the works of several authors (Lewin, 1938; Rotter, 1955; Peak, 1955; Atkinson, 1958; and Tolman, 1959) and identified individual choices in response to expectancy, valence, and instrumentality of an outcome. Johns (1988) identified Vroom's theory as "Expectancy Theory" and described it as "the belief that motivation is determined by the outcomes that people expect to occur as a result of their actions on the job" (p. 163). Instrumentality is described as the probability that a particular first-level outcome will be followed by a particular second-level outcome. Valence is the expected value of outcomes and expectancy is the probability of a worker actually achieving the first-level outcome. Johns (1988) summarized the premise of the theory as follows: "People will be motivated to engage in those work activities that they find attractive and that they feel they can accomplish. The attractiveness of various work activities depends upon the extent to which they lead to favorable personal consequences" (p. 165).

Vroom's cognitive model has been the dominant motivational theory in organizational psychology, and continues to be used as a conceptual framework for modified theories of motivation. In spite of support for the theory by many authors, e.g., Campbell and Pritchard (1976), criticism has been leveled at it by Scott and Mitchell (1972) for the short-lived usefulness of the detailed information that it generates. Both Lawler (1973) and Locke (1976) credited Vroom's model with having a significant influence in the development of their theories.

Facet satisfaction theory. The cognitive model of facet satisfaction developed by Lawler (1973) utilized both the equity and discrepancy theories in its development as well as Vroom's instrumentality-valence theory. Lawler agreed with Locke (1969) regarding the influence of the worker's perception in determining satisfaction with particular job facets. Lawler suggested "facet satisfaction refers to people's affective reactions to particular aspects of their jobs" and "job satisfaction refers to a person's affective reactions to his total work role" (p. 64). Although it has been suggested that job satisfaction can be determined by some combination of people's affective reactions to particular facets of their job, researchers have been unsuccessful in attempts to establish an algebraic relationship.

Value theory. Locke (1976) synthesized the major elements of many of the earlier theories in the development of his value theory. He distinguished between needs which are "objective" and values which are "subjective." He defined value as "what a person consciously or subconsciously desires, wants, or seeks to obtain" (p. 1304), and a need as "innate" or inborn. Locke proposed a "value hierarchy" which based on individual perceptions would accommodate the ranking of facets according to importance. He refuted

Maslow's need hierarchy theory with this statement: "It is not necessarily what a man needs but what he values most strongly that dominates his thoughts and actions" (p. 1309).

Because the most defensible aspects of each of the dominant theories were combined in the development of Locke's value theory, it represents the most appropriate and widely accepted theory for the study of job satisfaction, and therefore is the theory chosen for most research projects. Locke's modified definition of job satisfaction developed upon completion of his work in 1976 is as follows: "Job satisfaction results from the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help to fulfill one's basic needs" (p. 1309).

Conceptual Framework

The four bodies of literature reviewed for this study correspond to the variables identified in the research questions--organizational effectiveness, leadership and the superintendency, sources of influences, and job satisfaction. The purpose of the conceptual framework in Figure 2.1 is to illustrate the inter-relationships among perceptions of the superintendent's role, superintendent effectiveness, and relevant variables as identified in the literature.

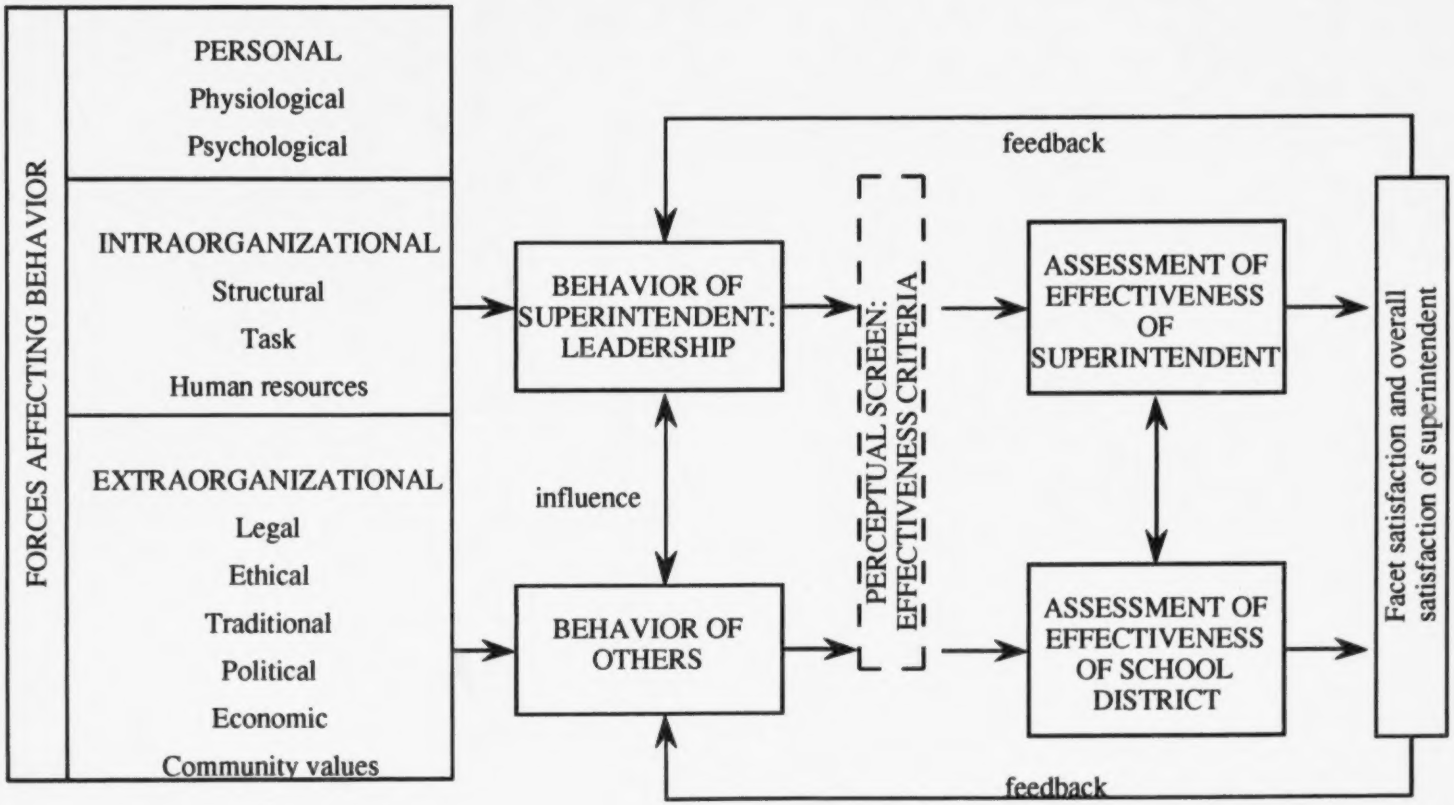
FORCES AFFECTING BEHAVIOR
PERSONAL
Physiological
Psychological
INTRAORGANIZATIONAL
Structural
Task
Human resources
EXTRAORGANIZATIONAL
Legal
Ethical
Traditional
Political
Economic
Community values
BEHAVIOR OF SUPERINTENDENT: LEADERSHIP
influence
BEHAVIOR OF OTHERS
PERCEPTUAL SCREEN: EFFECTIVENESS CRITERIA
ASSESSMENT OF EFFECTIVENESS OF SUPERINTENDENT
ASSESSMENT OF EFFECTIVENESS OF SCHOOL DISTRICT
Facet satisfaction and overall satisfaction of superintendent
feedback
feedback

Figure 2.1. Conceptual Framework for Assessment of Effectiveness of Superintendents and School Districts
(Adapted from Genge, 1991, p. 49.)

Figure 2.1 represents the variables which affect the superintendent's behavior and provide the criteria for the assessment of the superintendents' effectiveness as well as the criteria for the assessment of the effectiveness of the district. The major categories of personal, intraorganizational, and extraorganizational forces affect the behavior of superintendents. These major categories were adopted from Genge's (1991) study on superintendent effectiveness.

The superintendent's role and the superintendent's effectiveness are influenced by the perceptions of the strategic constituents. As pointed out by Scott (1977), effectiveness criteria chosen in most studies have been biased because they did not include the perceptions of effectiveness of the strategic constituencies of the organization. The strategic constituents--assistant superintendents, board chairpersons, Department of Education personnel, and others not included in this study--largely determine the effectiveness criteria. The "perceptual screen" appearing between behavior and evaluation of effectiveness represents this concept.

The interaction between effectiveness of the superintendent and effectiveness of the district is emphasized. The extent of organizational effectiveness is determined through the application of effectiveness criteria to organizational performance. This assessment, based on the perceptions of the strategic constituents, has an impact on the assessment of a superintendent's effectiveness. The effectiveness of the superintendent is assessed through the perceptions of the strategic constituents as to the success of the efforts of the superintendent in moving the organization towards its identified goals.

Each of these factors--superintendent's performance, organizational performance, organizational effectiveness and the superintendent's effectiveness, as well as the perceptions of the strategic constituents--help to determine the degree of job satisfaction that a superintendent experiences. The feedback loop represents the interactive nature of these factors.

The role expectations that superintendents hold for themselves and the role expectations held by other members of the strategic constituencies vary according to their individual experiences. Johnson's (1987) research indicated that prior social and cultural experiences, organizational factors, personal characteristics, and additional personal perception factors all contribute to role expectations. These factors are represented in Figure 2.2 as variables--legislation, expectations of strategic constituencies, and sources of influence--which affect the superintendent's role.

The impact that specific factors have on the superintendent's role is influenced by the regulations dictated by the governing bodies, by their personal expectations, by their prior social and cultural experiences, and by the established professional norms and institutional traditions. The expectations identified as functions or activities are categorized into four general areas--executive, administrative, educational, and public relations. The influence of perceptions in the diagram is very clear particularly in relation to the expectations of the strategic constituents. People's values, beliefs, and experiences obviously affect their expectations for the superintendent's role. A feedback loop indicates the cyclical nature of role performance and role expectations.

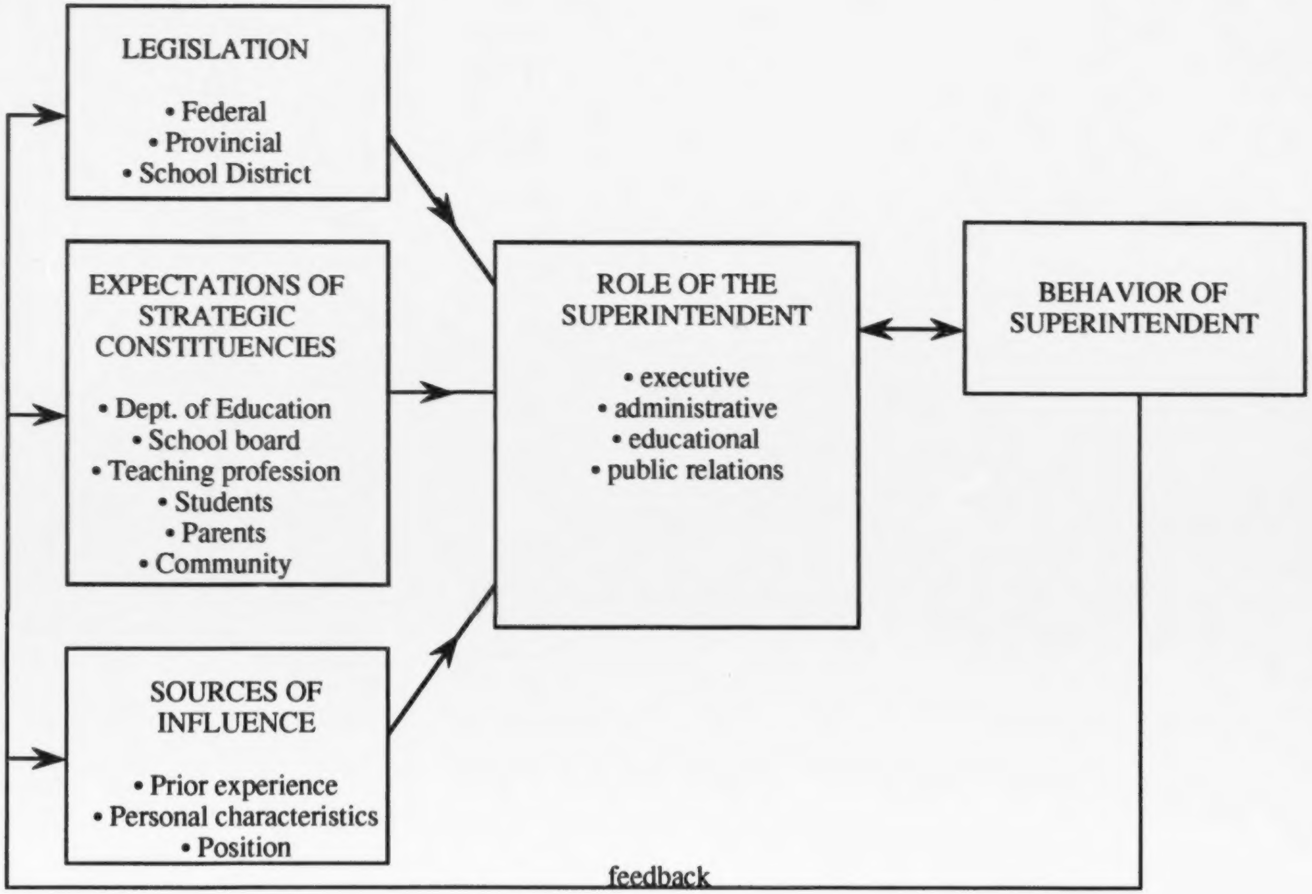
LEGISLATION
• Federal
• Provincial
• School District
EXPECTATIONS OF STRATEGIC CONSTITUENCIES
• Dept. of Education
• School board
• Teaching profession
• Students
• Parents
• Community
SOURCES OF INFLUENCE
• Prior experience
• Personal characteristics
• Position
ROLE OF THE SUPERINTENDENT
• executive
• administrative
• educational
• public relations
BEHAVIOR OF SUPERINTENDENT
feedback

Figure 2.2. Conceptual Framework of the Superintendent's Role

Chapter 3

METHODOLOGY

Introduction

The research design, methodological procedures for the study, and the research context are presented in this chapter. Coverage of the research strategy is followed by a description of specific techniques that were used to collect, organize, and analyze the data. This discussion is divided into two sections--questionnaires and interviews--and addresses the following aspects in each: development, pilot testing, distribution, returns, and methods of analysis. The chapter concludes with a justification for the methodological approach; specifies the limitations, delimitations, and assumptions of the study; and provides a statement of the researcher's orientation to the inquiry. Validity and reliability, as well as ethical considerations, are addressed prior to the chapter summary.

Research Design

In pursuit of relevant information addressing the research questions, this study employed a descriptive design to investigate perceptions of the strategic constituencies concerning the role, effectiveness criteria, sources of influence, and job satisfaction of school superintendents. Bridges (1982) stated that there are at least four possibilities for gathering data: "administering questionnaires, holding interviews, observing subjects directly, and examining traces of records of people and/or their activities" (p. 15). Data collection for this study involved three stages: (a) distribution of questionnaires to superintendents and a selected number of members drawn from the strategic constituencies--assistant superintendents, board chairpersons and Department of Education personnel in the province of Nova Scotia, (b) follow-up interviews with selected samples from each of these groups, and (c) the review of relevant documentation on the superintendency as developed by district boards. Prior to the commencement of data collection, pilot questionnaires were circulated to selected members of similar groups in the Edmonton area. Also, follow-up interviews were held to assure that the issues being investigated were relevant and to provide a check on the validity of the instrument. A second pilot-test was conducted with a superintendent in Nova Scotia. The superintendent selected had detailed knowledge about the superintendency in Nova Scotia and survey research methodology. Prior to interviews being conducted with the participants from Nova Scotia who had completed the questionnaire, a pilot interview was conducted in Nova Scotia to test both the interview questions and the interview technique.

Information collected for this study was from four major sources: (a) a review of the literature; (b) the administration of a questionnaire; (c) the interviewing of selected members of the population who had completed the questionnaire; and (d) the review of relevant documentation on the superintendency in Nova Scotia.

The follow-up interviews added individual perceptions about selected issues, but these could not be assumed to be representative of the opinions of all members of the four groups.

Questionnaires

The questionnaires used in this study were directed at these aspects: (a) demographic data; (b) role of the superintendent; (c) effectiveness of school superintendents; (d) sources of influence of school superintendents; and (e) job satisfaction of school superintendents. The questionnaire which addressed demographic information included questions directed at both personal and system data. These questions were similar to those which have been used in many survey studies.

The questionnaire addressing the role of the superintendent was composed of 28 functions itemizing components of the superintendent's role. The effectiveness questionnaire presented 34 work aspects to the strategic constituents and asked them to assess their importance for the effectiveness of school superintendents. The third questionnaire was made up of 12 sources of influence of school superintendents. Each of these were circulated to the four constituent groups requesting each group to rate the superintendent in each category on a 5-point scale. The superintendents were also requested to rate their own effectiveness for each work aspect and the contribution of each source to their influence. The fourth questionnaire was circulated to superintendents only. It addressed the dimensions of job satisfaction for school superintendents and was made up of 29 job facets. As in many other studies [e.g., Johnson (1988)], the questionnaire addressed the level of importance of each of the selected job facets as well as the individual superintendent's level of satisfaction with each.

Development

The primary method of survey was a questionnaire developed specifically for this study for administration by mail. The questionnaire for this survey was developed after consideration of instruments used by other researchers (Campbell, 1969; Genge, 1991; Green, 1988; Gunn, 1984; Johnson, 1988; and Van der Linde, 1989), as well as from the literature. In recognition of the distinctive nature of the superintendency, exploratory investigation was conducted to generate additional variables to enhance the data and to increase the relevancy. Other research (e.g., Allison, 1989; Crowson & Morris, 1990; Leithwood & Musella, 1991; and Murphy & Hallinger, 1986) also influenced the development of this study. Separate questionnaires were designed to solicit perceptions of superintendents, assistant superintendents, school board chairpersons, and department of education personnel in three distinct areas: (a) the functions which make up the components of the superintendent's role, (b) the importance of specific work aspects of school superintendents, and (c) the importance of specific sources of influence of school superintendents. A fourth category answered by superintendents only addressed the importance of specific facets of job satisfaction. Five-point scales were used in these questionnaires. For example , the scale was as follows: 1 - Not involved; 2 = Slightly involved; 3 - Moderately involved; 4 - Very involved; and 5 = Highly involved. For job satisfaction, this scale was used: 1 - Not satisfied; 2 - Slightly satisfied; 3 - Moderately satisfied; 4 - Very satisfied; and 5 - Highly satisfied. The rationale for using only one scale category for not satisfied (dissatisfied) was that previous research (e.g., Johnson, 1988) showed that educational administrators rarely used the dissatisfaction responses.

The questionnaires allowed respondents to suggest and rate their own variables for role, effectiveness, and source of influence. Superintendents also contributed facets for satisfaction. Superintendents were asked to rate their own levels of effectiveness, influence, and satisfaction for each variable, as well as rate their overall levels of effectiveness, influence, and job satisfaction. Additional items were documented in the description of the findings, but were insufficient in number to include in the statistical analysis.

Demographic information for the superintendent and the district was obtained in order to determine the association between selected demographic variables and the perceptions of superintendents about several matters.

Pilot Test

In the spring of 1990 a pilot study was conducted in Alberta surveying representatives of the strategic constituencies--superintendents, assistant superintendents, school board chairpersons and Department of Education personnel--to test the suitability of existing items on the questionnaire. A representative number of the above-mentioned groups was selected from Edmonton and the surrounding area to participate in the completion of the questionnaire designed for use in this study. In total, six individuals representing superintendents, assistant superintendents, board chairpersons, and Department of Education personnel completed questionnaires appropriate to their positions. Following completion of the questionnaire, the participants were also interviewed for these purposes: (a) to ascertain the quality of the questions contained in the questionnaire; (b) to solicit input on the questionnaire; and (c) to verify the readability of the questions. The information obtained allowed for an evaluation of the importance and accuracy of meaning of questionnaire items, as well as the identification of items in the interview schedule which were considered for addition to the final instrument.

The pilot interviews helped to clarify the wording on a number of questions in the questionnaire. Two participants suggested that it may be of value to provide an opportunity for individuals to add specific functions to the questionnaire. It was also suggested that the questionnaire conclude with a section allowing participants an opportunity to expand on any of the four topics. Both of these suggestions were accepted.

After careful consideration of the comments collected from the first pilot test, the questionnaire was amended. A second pilot-test was conducted in 1990 with a superintendent in Nova Scotia. The superintendent completed the questionnaire and agreed to a review of the instrument through a follow-up interview. The information obtained from the completion of this questionnaire and the follow-up interview was used only for the further development of the questionnaire and was not included in the data collected for this study.

Based on the review of the literature, the pilot studies, and the review of documents collected relevant to the superintendency in Nova Scotia, the survey instruments were finalized. Questionnaires were designed for administration by mail to 95 individuals in Nova Scotia. The instruments were designed to elicit responses from superintendents, assistant superintendents, board chairpersons and Department of Education personnel on the role of the superintendent, with specific reference to superintendent effectiveness, job satisfaction, and sources of influence. Most items called for a forced-choice response with some opportunity for open-ended responses to encourage participants to offer additional ideas and explanations they deem important to the variable in question. The questionnaire designed for superintendents also contained a demographic section to allow for comparisons within the superintendent population and a section addressing superintendent job satisfaction.

Distribution and Returns

The population surveyed encompassed the total population of the following strategic constituencies in Nova Scotia education: district superintendents--23 (total population); assistant superintendents--37 (total population); school board chairpersons --21 (total population); and Department of Education personnel--14 (selected); for a total of 95. Due to the very small population, it was not necessary to consider surveying less than the total populations of the first three groups. In addition to the 21 active superintendents surveyed, two recently retired superintendents were included in the survey. The members selected from the Department of Education were those perceived to have the most direct contact with school superintendents. This selection was completed in consultation with a number of superintendents from Nova Scotia determined to be knowledgeable in the politics of Nova Scotia education. In the early spring of 1991 the questionnaires were mailed to all superintendents, all assistant superintendents, all board chairpersons and a selected sample (14) of Department of Education personnel. Separate mailings were conducted to each of the constituencies. The individual packages were unique to each participating group although the questionnaires were consistent in content. (Appendices A, B, C, and D). Four weeks later, follow-up letters with prepaid response cards were mailed to those individuals who had not responded to the first mailing (Appendix E).

The overall return rate for the questionnaires was 85% (81 of 95). This represented responses from all 21 school districts of the province with only two districts not represented by a superintendent response. One of these two superintendents was involved in the pilot study. All questionnaires were completed in a fashion which provided useful data. The very encouraging response rate implied a substantial degree of support and interest in a study of this nature.

The superintendents' response rate was 87% (20 of 23). The assistant superintendents responded at a rate of 86% (32 of 37). Board chairpersons responded at a rate of 81% (17 of 21). The Department of Education personnel returned 86% (12 of 14).

The individuals within this study represented districts ranging in size from small to large, rated on student population and number of schools. Districts varied in size from a student population of 2,300 to over 30,000 with school numbers from 8 to 93, as shown in Table 3.1.

The superintendents ranged in age from 48 to 62 years with a mean age of 51 years. Their experience in the superintendency was from one year to 17 years, with a mean of 7 years. Educational experience varied from 26 to 36 years, with a mean of 29 years. The majority of superintendents had a Master of Education degree (60%), two possessed a doctorate, and the remaining superintendents had bachelor's degrees as their highest qualifications. They had a mean of 6.45 years of post-secondary education. Only one superintendent was female. Table 3.2 and Table 3.3 display administrative experience of the superintendents. Of the superintendents surveyed, 47.4% had not served as assistant superintendents. Those who had served as assistant superintendents were in that position from one to 11 years with a mean of 2.47 years.

The role of principal appeared to be an important stepping stone to the superintendency as all respondents, save one, had served in this position. Other educational experiences included these positions: vice-principals, mean 2.42 years;

classroom teaching, mean 6.63 years; supervisory duties within central office, mean of 2.68 years; and department of education, mean of 1.05 years. Of those surveyed, 42% had supervisory experience at the central office level, 21% had supervisory experience at the department level, and 26.3% had taught at the university level.

The data suggested that the superintendents of Nova Scotia had a fairly varied background of experience and were somewhat mobile, with 55% of the superintendents surveyed indicating superintendent experience with a different board.

Methods of Analysis

First, organizational profiles of the superintendents of Nova Scotia were prepared based on the demographic data. Percentage frequency distributions and means of the respondents' ratings of several variables--functions of role, work aspects contributing to the effectiveness of superintendents, importance ratings, sources of superintendent influence, and job facets contributing to job satisfaction--were calculated. Information was obtained from virtually the entire population of superintendents, assistant superintendents, board chairpersons, and Department of Education personnel. Therefore, inferential statistics were not appropriate. Because descriptive statistics were used, an arbitrary difference between means had to be identified as an indication of the substantial difference in the means of the responses of different groups. Consequently, a difference of 0.4

Table 3.1

Organizational Characteristics of School Districts in Study
(n=20)

Organizational characteristics	f	%f	Cum%f
Number of students per district			
less than 3,000	3	15.8	15.8
3,000-4,999	6	31.4	47.3
5,000-11,999	7	36.8	84.1
12,000 or more	3	15.9	100.0
Number of schools per district			
less than 10	3	15.8	15.8
10-19	6	31.4	47.3
20-29	5	26.4	73.7
30 or more	5	26.3	100.0

Table 3.2

Years of Administrative Experience of Superintendents
(n=20)

Years of administrative experience	f	%f	Cum%f
As assistant superintendent			
0	10	50	50
1-4	7	35	85
5-8	2	10	95
9 or more	1	5	100
As principal			
0	2	10	10
1-4	4	20	30
5-8	6	30	60
9 or more	8	40	100
As vice-principal			
0	9	45	45
1-4	8	40	85
5-8	2	10	95
9 or more	1	5	100

Table 3.3

Years of Experience of Superintendents in Superintendency
(n=20)

Years of experience in superintendency	f	%f	Cum%f
In present position			
1-4	8	40	40
5-8	5	25	65
9 or more	7	35	100
In prior positions as superintendent			
0	9	45	45
1-4	5	25	70
5-8	2	10	80
9 or more	4	20	100

was selected as appropriate for the 5-point scales which were used in this study. Similarily, a difference of 5 in ranks was considered to be substantial.

Correlation analysis was performed to examine the degree of association between parallel sets of rank-ordered variables. The Kendall Correlation Coefficient was used to determine the degree to which associations existed between the ranks of means ranked by constituent groups and between ranks of superintendents' mean ratings of importance and effectiveness, importance and contribution, and importance and satisfaction. This instrument was considered to be appropriate because of the substantial number of tied ranks in the data. Ratings were arbitrarily established as "very high" for correlation coefficient ratings of ≥ 0.8, "high" for correlation coefficient ratings between 0.60 and 0.79, "moderate" for correlation coefficient ratings between 0.40 and 0.59, and "low" for correlation coefficient ratings of < 0.40. The data collected from superintendents, assistant superintendents, board chairpersons, and a selected number of Department of Education personnel were analyzed separately and then compared.

Upon completion of the analysis of the data generated from the questionnaires, the important findings were integrated into the interview questions to complete the final stage of the data collection.

Interviews

The follow-up interviews with selected members of the four constituencies afforded an opportunity to discuss findings from the questionnaire analysis. More importantly, it allowed a more in-depth exploration of a number of topics addressed in the questionnaire. The interviews generally lasted between two and two and one-half hours. The major portion of the time was spent in addressing issues itemized in a predetermined semi-structured interview schedule, while still allowing time for the interviewees to elaborate upon aspects which they considered to be important. (Appendix F.)

As mentioned in Chapter 2, expectation for the role of superintendent were heavily affected by perceptions of the representatives of the strategic constituencies, especially with regard to values, beliefs, and experience. The interview questions allowed respondents to address the importance of these three variables in their answers.

Development

In February 1992, 10 participants were selected for interviews, with representation from the four constituencies who had completed the questionnaire. A predetermined interview schedule and a semi-structured approach to interviewing were used. Some questions invited responses to specific data from the questionnaire, while others addressed specific topics--superintendent effectiveness, superintendent's relationship with the board chairperson, and "sense of accomplishment"--and participants were encouraged to contribute additional information as they saw fit. Confidentiality of personal responses was assured. The interviews were tape-recorded and transcribed for analysis.

Selection of constituents for follow-up interviews was based on such demographics as size of the district, geographic location, length of service of the superintendent in the position, strategic constituency representation, and gender. Individuals selected covered the entire area of mainland Nova Scotia and represented districts ranging in size from 2,400 to 30,000 students. The sample included individuals with varying degrees of experience and representing a variety of urban, rural, and mixed districts. The individuals selected had indicated their consent to be interviewed on the postcards returned to the researcher following the completion of their questionnaires.

Pilot Test

Prior to conducting the interview portion of this study, the instrument was pilot-tested with the same superintendent from Nova Scotia who had completed the questionnaire as a pilot-test. Open-ended questions allowed for extension of the subject matter and provided an opportunity for the inclusion of perceptions which may not have been addressed through the questionnaire. This process also allowed for emphasis to be placed on issues of significance to Nova Scotian educators which may not have appeared in the literature or may have been neglected in the preliminary design of the survey instruments. This preliminary interview offered the opportunity to rework the interview instrument prior to administering it to the study sample. The information realized from this pilot test did not form a part of the data used in this study.

Methods of Analysis

The responses obtained from the 10 participants selected for interviews provided significant information in support of the data collected through the questionnaire. Verbatim transcripts of the tape were stored for analysis. The transcribed records were classified according to individual questions and also according to individual topics relevant to this study. The responses were then arranged to coincide with findings gleaned from the questionnaire. Methods of displaying and reducing data as presented in Miles and Huberman (1984) were employed to summarize the data. Where appropriate, individual responses to specific questions were reported in the respondents' own words in order to retain their unique nature. Johnson (1988), referring to the character of the collected responses, stated "the weight of opinion was accompanied by considerable depth of meaning and diversity of opinion and these irreconcilable perceptions also needed to be recorded" (p. 112). The responses from the interviews were presented in conjunction with the findings of the questionnaires.

Justification for the Methodology

The province-wide investigation of superintendents and a selected number of their strategic constituencies in Nova Scotia--assistant superintendents, Department of Education personnel, and board chairpersons--constituted the major methodological focus. The purposes of the study were to obtain data which described superintendents throughout the province and to provide a basis for comparison with findings of future studies of the superintendency. The methodology of this study was influenced by the review of the literature relating to organizational effectiveness, leadership and the superintendency, sources of influence, and job satisfaction. According to Miles and Huberman (1984), blending of the qualitative and quantitative research methodologies is desirable. Therefore, to obtain information relevant to the research questions outlined in this study, both methodologies were incorporated.

The methodology described was chosen because it was suitable for this type of study. The characteristics seen as supportive of this selection are listed below:

1. Pilot studies were conducted to obtain information about the appropriateness and suitability of questionnaire items.

2. The administration of a questionnaire to representatives of the strategic constituencies in Alberta provided a range of perceptions which helped to verify or reject components of the instrument designed for this study. Reliance upon rating scales and the inclusion of variables used in prior research "add an important programmatic research element to the study" (Johnson, 1988, p.119) This aspect of the research should provide an opportunity for the results to contribute to the understanding of the role, effectiveness, source of influence, and job satisfaction of superintendents.

3. Final interviews, carried out after the collection and compilation of the questionnaires, allowed for clarification, corroboration, and added depth of meaning to the questionnaire responses. The semi-structured nature of the interviews allowed respondents to add ideas and direction of their own. As Smith (1979) suggested, by using a qualitative approach in the reporting of those findings, it was possible to avoid the superficiality and sterility of a purely statistical account. This practice allows the reader an opportunity to

draw personal meaning from the attitudes conveyed. To facilitate this process, the responses were frequently reported verbatim to preserve their authenticity.

4. By using a multi-stage, multi-constituent strategy, validity of the findings was improved. The systematic use of the qualitative and quantitative research methodologies enhanced the reliability of the data. The collection of perceptions of various constituents in the field of education in Nova Scotia on an array of variables in a measurable form by means of a questionnaire provided a significant array of quantifiable data and allowed the researcher to produce a statistical analysis of the same with generalizable results.

5. The systematic use of quantitative and qualitative methodologies was also part of the broad strategy of triangulation, an approach highly recommended in the educational research literature (e.g., Firestone, 1987; Pitner, 1987). The preceding review of organizational effectiveness research, leadership research, and the literature addressing influence and job satisfaction, emphasized the multiple views of the participants, therefore demonstrating the importance of eliciting and respecting alternative views of the issues under investigation.

6. Information obtained from the pilot tests in both Alberta and Nova Scotia was intended only to provide background information and to enhance the quality of the questionnaire. The respondents were assured of anonymity in both the aspects of the data collection and were informed that their participation was a matter of personal choice. The questionnaires were returned anonymously and the confidentiality of interview transcripts was respected.

Delimitations of the Study

The researcher imposed the following delimitations on the study.

1. The study was restricted to the examination of those criteria which are currently represented in the literature and those criteria which emerged in the interviews conducted

during the pilot study. In the follow-up interviews the specific intent was the further development of knowledge of specific variables. This method of investigation represented a still more limited focus of inquiry.

2. The specific variables chosen for this study related to the work of superintendents only.

3. Questionnaire data were gathered only from the total population of the strategic constituencies in Nova Scotia.

4. Interviews were held with a number of the representative constituencies from Nova Scotia who indicated their willingness to be interviewed on the prepaid postcards accompanying their questionnaires. The selection of interview candidates depended upon consent, representation of all groups, gender, experience, district size, and geographic location. There was sufficient interest in this study to permit a selection of interviewees with characteristics approximating those of the total population. The data collected in this research are not generalizable beyond this study and this report makes no assertions as to the appropriateness of these findings for other provinces or states nor to other levels of administration.

Limitations

Several limitations restricted the scope of this study.

1. The substantial reliance of this study on questionnaires limited the kinds of perceptions which could be expressed and the number of variables which could be studied.

2. Priorities, rankings of criteria, and interpretation of questions were likely to be most affected by circumstances and events which occurred in the recent past.

3. The data collected from questionnaires to superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel apply only to Nova Scotia.

Assumptions

The design of this study was premised upon three assumptions which could not be reasonably appraised or avoided.

1. Superintendents will be able to accurately rate their own overall individual levels of influence, job satisfaction, and effectiveness, and can weight their satisfaction with various facets of their job.

2. Assistant superintendents, board chairpersons, and Department of Education personnel will be aware of and can judge functions of the superintendent's role, work aspects which contribute to superintendent effectiveness, and sources of superintendent's influence.

3. Prior understanding and beliefs of the researcher may also have limited the avenues of investigation and affect the attribution of meaning to the data collected.

Researcher Orientation and Values

Every investigator approaches research with a personal frame of reference that focuses the inquiry and influences data collection, analysis, and the presentation of the findings. Sandelowski (1986) stated that "any study and its findings are at least as much a reflection of the investigator as the phenomenon studied" (p. 34). Myrdal (1978) highlighted the need for researchers to be conscious of the extent of this influence:

> Valuations are always with us. Disinterested research there has never been and can never be. Prior to answers there must be questions. There can be no view except from a viewpoint. In the questions raised and the viewpoint chosen, valuations are implied. Our valuations determine our approaches to a problem, the definition of our concept, the choice of models, the selection of our observations, the presentation of our conclusions--in fact the whole pursuit of a study from beginning to end. If we remain unaware of the valuational basis to our research, this implies we proceed to reason with one premise missing, which implies an indeterminateness that opens the door for biases. (pp. 778-779)

The acknowledgment of this research stance is not meant to discredit alternative orientations of inquiry. Kaplan's (1964) caution on this matter was taken seriously: "When one doctrine, method, or technique comes to be regarded as the sole repository of truth, or the one avenue to truth, for my part I have no doubt that it is the truth that suffers" (pp. 275-276).

This study reflects the researcher's preference for the social systems view of organizations, made up of individuals who exhibit broadly consistent expressions of values, beliefs, and perceptions of circumstances and events. Bogdan and Taylor (1975) pointed out that the social environment encourages conformity without exacting from individuals absolute uniformity of attitude or action.

The researcher views districts as a social organization which serve additional purposes for the various constituencies involved; such a stance is in accordance with the systems view of organizations and the multiple-constituency views of effectiveness criteria.

Validity and Reliability

If a study is to be taken seriously and practitioners and researchers are to benefit from it, they must, as Lincoln and Guba (1985) stated, have confidence in the quality of the procedures and therefore, in the integrity of the results. A number of educational researchers have highlighted techniques applicable to the evaluation of quality research in studies that are quantitative (e.g., Englehart, 1972; Kerlinger, 1973; Wrightsman, 1977) and, more recently, qualitative (e.g., Bogdan and Biklen, 1982; LaCompe and Goetz, 1982; Lincoln and Guba, 1985; Miles and Huberman, 1985; Owens, 1982). As both methodologies were utilized in this research, both types of quality control were considered. The four dimensions of concern are referred to as validity, generalizability, reliability, and objectivity.

Validity

A commonly accepted definition of validity was presented by Stufflebeam, McCormick, Brinkerhoff and Nelson (1985): "Validity refers to how truthful, genuine, and authentic data are in representing what they purport to measure. . . . to be valid, instruments must measure what the investigator intends and claims to measure" (p. 205). Validity surpasses the expectation of accurate measure (reliability). It must also portray the subject which is being investigated.

The validity of the specific content of the questionnaire was of particular concern. The items selected were chosen on the bases of being indicative of and comprehensive in assessing the constructs under investigation (role, effectiveness, source of influence, and job satisfaction). The development of the questionnaire instrument was supported by a review of the theoretical and research literature, a variety of prior research instruments, pilot tests, and follow-up interviews with the strategic constituencies. The instruments were also reviewed by the researcher's supervisory committee.

The follow-up interviews provided an opportunity to probe, in greater depth, the aspects under investigation in the questionnaire. The validity of the questionnaire was further confirmed through the follow-up interviews, as the findings were sufficiently similar to give confidence in those data. This method of triangulation is recognized as a common method of establishing validity (LeCompte and Goetz, 1982; Lincoln and Guba, 1985). Validity also requires considered responses about the issues of concern. The design of the instrument in this study was undertaken with the intent of creating an unambiguous, appealing, and attractive questionnaire which would capture the interest of the recipient. The superintendents who responded to this study were assured that a summary of the research results would be forwarded to them upon completion.

Generalizability

According to Campbell and Stanley (1963), external validity (generalizability) is concerned with the following: "To what populations, settings, treatment variables, and measurement variables can this effect be generalized" (p. 5). The guiding principle of quantitative studies is to be able to generalize findings beyond the sample studied to a larger population. Because this study included virtually all of the superintendents, assistant superintendents, board chairpersons, and relevant Department of Education administrators in Nova Scotia, the results can already be viewed as applicable to the entire province. The extent to which the results are generalizable to other provinces would depend heavily upon how similar their political and regulatory practices are to those in Nova Scotia. Nevertheless, because a great degree of similarity exists in these practices across Canada, the results probably have a high degree of generalizability, but they should be viewed as providing a stimulus for research in other provinces rather than as a description of what is likely to exist in those provinces.

Reliability

Reliability requires consistency only, whereas validity requires both accuracy and consistency. According to Lincoln and Guba (1985) reliability is a prerequisite to, and inherent in, valid results. Scriven (1972) suggested that the reliability of qualitative research can be established as much by the individual researcher's rigorous and systematic approach to research as by independent checking on adherence to conventional procedures. Lincoln and Guba (1985) reasserted the need to judge reliability according to how convincing the results are. The internal reliability of the measuring devise can be checked statistically through correlation of separate items (split-half method). To attest to the reliability of the instrument used in this study, Guttman split-half analysis using an odd-even split of items resulted in the correlation coefficients shown in Table 3.4. These results attest to the reliability of the instrument used in this study. The seven categories in Table 3.4 are part of the conceptual framework in Figure 2.1.

Objectivity

Objectivity addresses the confirmability of a study. The operative question is, if the same procedure were followed, would the new results reflect the original findings? Problems of objectivity include bias, prejudice, gullibility, and corruptibility in the data collection, and each of these concerns has been noted in the literature. The literature warns of researcher's influence in the questionnaire design. These cautions were responsible for the utilization of pilot testing and preliminary interviews, as well as an effort to reflect a range of scholarly opinions in the instruments.

Ethical Considerations

The participation of the superintendents, assistant superintendents, school board chairpersons, and the Department of Education personnel was voluntary and all were aware they could withdraw from the study at any time. The interest of research subjects was protected at all times. Procedures were initiated to protect the anonymity of all respondents to the questionnaire, and interviewees were known only to this researcher. The audio-tapes of the interviews were erased upon completion of the study. The researcher considers himself sufficiently knowledgeable about relevant literature, procedures, risks, and possible future use of this study, to protect the participants. In accordance with the University of Alberta requirements, the research proposal was approved by the Ethics Review Committee of the Department of Educational Administration.

Summary

In the search for relevant data to respond to the research questions, a literature review was undertaken, pilot tests conducted, a questionnaire was developed, and follow-up interviews were conducted with superintendents, assistant superintendents, board chairpersons, and Department of Education personnel in the province of Nova Scotia. The questionnaires for superintendents dealt with functions of their role, effectiveness, sources

Table 3.4

Guttman Split-half Reliability Coefficients

Instruments	Supt.	Asst.	Board	Dept.
Role of Superintendent --involvement (28 items)	.90	.96	.94	.83
Effectiveness of Superintendent--importance (34 items)	.94	.92	.96	.94
Effectiveness of Superintendent--effectiveness (34 items)	.97			
Sources of influence of Superintendent--importance (12 items)	.85	.73	.92	.80
Sources of influence of Superintendent contribution to influence (12 items)	.95			
Job Satisfaction--importance (29 items)	.94			
Job Satisfaction--satisfaction (29 items)	.97			

of influence, and level of job satisfaction. The questionnaire distributed to assistant superintendents, board chairpersons, and Department of Education personnel addressed each of the above-mentioned categories of the superintendents, save job satisfaction. The population surveyed encompassed the total population of the strategic constituencies in Nova Scotia education--superintendents, assistant superintendents, board chairpersons, and a selected sample (14) of Department of Education personnel.

Numerical data were analyzed by frequency distributions, comparison of means, and correlation analysis. Individual responses to the open-ended questions in the questionnaire, as well as the interviews, were analyzed for content and arranged for detailed reporting. The validity of the research procedures and findings was established through the use of the review of the relevant literature, review of relevant documents on the superintendency in Nova Scotia, use of existing research instruments, pilot studies and follow-up interviews, and the triangulation of research methods. Reliability was enhanced through a systematic approach to the research.

Chapter 4

ROLE OF SUPERINTENDENTS

Introduction

This chapter presents the findings related to Research Questions 1, 2, and 3. Research Questions 1 and 2 addressed the role of the superintendent from the perspective of four constituent groups. Research Question 3 addressed the association between selected demographic variables and administrative functions identified in this study. The mean responses and the ranks of these means for questionnaire items are presented. Information from the interviews is integrated with the numerical data. Some verbatim quotations are included to elaborate the points discussed. Where desirable to improve readability, some minor changes have been made to the quotations without affecting their substance. At the end of the chapter, the results are summarized, discussed, and related to the literature.

Tables 4.1, 4.2, 4.3, and 4.4 show the percentage frequency distributions for the responses of each of the four constituent groups to items in the questionnaire which addressed the extent of involvement in functions as a component of the role of school superintendents. Tables 4.5 and 4.6 include the means and ranks for each item for each constituent group.

Research Question 1

> "To what extent do superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel perceive involvement in selected functions to be a component of the role of the superintendent?"

Perceptions of Superintendents

The highest means for the superintendents' responses on the extent of their involvement in selected functions (Table 4.1) were obtained for "participate in meetings

Table 4.1

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents
About Their Extent of Involvement in Selected Functions
(n=20)

Functions	Extent of involvement						
	%f						
	1	2	3	4	5	Mean	Rank
Participate in meetings with the full board	0	0	5	10	85	4.80	1.5
Write proposals, briefs, and reports on behalf of the district	0	0	0	20	80	4.80	1.5
Develop board meeting agendas	0	0	5	15	80	4.75	3
Participate in meetings with board committees	0	0	20	20	60	4.40	4.5
Participate in professional development activities of board members	0	0	10	40	50	4.40	4.5
Identify priorities for policy development	0	0	5	55	40	4.35	6
Coordinate preparation of the annual budget	0	0	10	55	35	4.25	8
Participate in evaluation of central office administrators	0	10	5	35	50	4.25	8
Promote the school system within the community	0	0	15	45	40	4.25	8
Coordinate implementation of policies	0	0	15	60	25	4.10	10.5
Establish channels of communications with the community	0	0	25	40	35	4.10	10.5
Identify criteria for evaluation of your own performance	5	10	15	25	45	3.95	13
Participate in evaluation of schools	0	5	15	60	20	3.95	13
Promote professional development for all staff	0	5	15	60	20	3.95	13
Develop long-range (3-5 years) plans for the district	5	20	35	20	5	3.90	15
Participate in evaluation of in-school administrators	0	10	25	40	25	3.80	16
Participate in education activities at the provincial level	0	10	20	55	15	3.75	17
Monitor the work of central office staff	0	5	30	55	10	3.70	18
Establish channels of communication with teachers	0	10	35	40	15	3.60	19.5
Participate in activities of professional associations	0	0	45	50	5	3.60	19.5
Participate in discussions about design of schools	5	10	20	55	10	3.55	21
Coordinate personnel recruitment	0	5	55	25	15	3.50	22.5
Oversee student suspensions and expulsions	15	5	25	25	30	3.50	22.5
Participate in evaluation of educational programs	0	25	20	40	15	3.45	24
Participate in evaluation of non-educational programs	0	10	65	20	5	3.20	25
Monitor requisitions and purchases of the district	10	35	35	10	10	2.75	26.5
Monitor student achievement results	0	40	45	15	0	2.75	26.5
Monitor the instructional competence of teachers	5	35	50	10	0	2.65	28

Note: The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

with the full board," and "write proposals, briefs, and reports on behalf of the district" (means of 4.80 on the 5-point scale). The functions with the next highest means were "participate in professional development activities of board members" (4.40), "participate in meetings with board committees" (4.35) and "identify priorities for policy development" (4.35). These functions were mostly related to superintendent-board relationships and system responsibilities. The three functions with the lowest means all involved monitoring: "monitor requisitions and purchases of the district" (2.75), "monitor student achievement results" (2.75), and "monitor the instructional competence of teachers" (2.65).

In the interviews, superintendents had mixed reactions to these results. One superintendent of a larger board stated that

> I expect these findings are consistent really with what my impression would have been. Although I might place a little larger emphasis on the professional development activities with board members . . . it strikes me that this list would be affected somewhat by the size of the organization. For example, number two, writing proposals, briefs, and reports on behalf of the district. That might be something that I would be found delegating more than I would if I were operating in a smaller organization than I currently work with. Certainly participation in meetings with the full board is key and I believe it is essential that a superintendent work very diligently at cultivating relationships with the board in board meetings. It's key not only from the point of view of developing the tone of the organization but ensuring that one's status with one's peers is properly cultivated as well. It seems to me you must demonstrate in that environment that you do have a major impact on the agenda.

A superintendent of a smaller board, who was less comfortable with the results as presented, addressed the concern of diversity in role in relation to board size with the following statement:

> I think that there is no question that superintendents must work very closely with the boards and this is one of the areas that superintendents rarely can delegate to other staff members. Therefore, I am assuming that a large portion of their time is here. But in boards of different sizes you may get different kinds of results. For instance, in a small board like ours, all of these 28 functions are important, but so is everything else in the system because I don't have a staff of high level managers that I can delegate things

> to. And so therefore . . . there are many other things that I would have identified as being as important.

In further discussion of the connection between "extent of involvement" and "importance" this superintendent speculated that

> perhaps the evaluation of the English language arts program may indeed be something that the superintendent might be involved with, might oversee, but may ask a committee of staff or other senior administrators to follow through on. Although they are overseeing it and monitoring it, it doesn't consume the same amount of time as perhaps participating in the committees of the board. But the superintendent may feel it is equally important.

Functions related to the community were generally rated lower than those associated with the superintendent-board relationships, e.g., "promote the school system within the community" had a mean of 4.25. Those functions involving schools and central office generally had among the lowest means. For example, "participate in evaluation of education programs," and "coordinate personnel programs."

Perceptions of Assistant Superintendents

The highest mean for the assistant superintendents' responses on the extent of involvement of superintendents in selected functions (Table 4.2) was obtained for "participate in meetings with the full board," with a mean of 4.81. Other functions which had high rankings in the "very involved" category (means between 4.50 and 3.50) were "develop long-range (3-5 years) plans for the district" (4.50), "identify priorities for policy development" (4.44), and "promote the school system within the community" (4.38). The first two functions relate to superintendent-board relationships, while the third addresses superintendent-community relationships. The three functions with the lowest means were "monitor student achievement results" (2.84), "monitor the instructional competence of teachers" (2.81), and "monitor requisitions and purchases of the district" (2.78).

Table 4.2

Percentage Frequency Distributions, Means, and Ranks of Responses of Assistant Superintendents About the Extent of Involvement of Superintendents in Selected Functions
(n=32)

Functions	Extent of involvement						
			%f				
	1	2	3	4	5	Mean	Rank
Participate in meetings with the full board	0	0	6	6	88	4.81	1
Develop long-range (3-5 years) plans for the district	0	0	13	25	63	4.50	2
Identify priorities for policy development	0	0	16	25	59	4.43	3
Promote the school system within the community	0	0	16	31	53	4.38	4
Write proposals, briefs, and reports on behalf of the district	0	0	9	50	41	4.31	5
Establish channels of communications with the community	0	3	28	16	53	4.19	6
Coordinate implementation of policy	0	0	19	47	34	4.16	7
Participate in the evaluation of central office administrators	10	3	10	19	58	4.13	8
Participate in professional development activities with board members	0	9	9	47	34	4.06	9
Develop board meeting agendas	3	13	3	47	34	3.97	10
Coordinate preparation of the annual budget	0	22	3	34	41	3.94	11
Participate in meetings with board committees	0	9	34	13	44	3.91	12
Participate in activities of professional associations	0	3	34	38	25	3.84	13
Assist the board in the evaluation of their (superintendent) performance	19	3	6	22	50	3.81	14
Promote professional development for all staff	0	3	38	38	22	3.78	15
Establish channels of communication with teachers	0	6	28	50	16	3.75	16.5
Participate in evaluation of schools	0	13	25	38	25	3.75	16.5
Participate in educational activities at the provincial level	0	9	31	41	19	3.69	18
Participate in the evaluation of in-school administrators	0	19	28	31	22	3.56	19
Participate in discussions about design of schools	6	9	38	31	16	3.41	20
Participate in evaluation of educational programs	3	13	41	31	13	3.38	21
Monitor the work of central office staff	9	9	38	28	16	3.31	22
Oversee student suspensions and expulsions	19	9	25	34	13	3.13	23
Coordinate personnel recruitment	9	25	31	28	6	2.97	24
Participate in evaluation of non-educational programs	6	25	47	13	9	2.94	25
Monitor student achievement results	22	9	38	25	6	2.84	26
Monitor the instructional competence of teachers	9	31	34	19	6	2.81	27
Monitor requisitions and purchases of the district	9	41	22	19	9	2.78	28

Note: The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

In the interviews with assistant superintendents, there was general agreement with the findings representing the extent of involvement of superintendents with the board. One assistant superintendent concluded that

> They seem fairly accurate to me. I would probably suggest a difference depending on the size of the board. For example number two, writing proposals, briefs, and reports on behalf of the district. In a larger board I observe the superintendent doing less of that. Where there is a staff to rely on, superintendents would do certain key reports, but many of the reports on the board agenda would be prepared either by the group or individual members of the staff. Certainly for number three, the board meeting agendas, I think more and more are developed cooperatively with the chairperson. In recent times, chairpersons of the board have a whole lot more to do with board agendas than might have been the case in the past.

A second assistant superintendent had this comment:

> I think that superintendents are smart enough to realize where their bread is buttered and I think it is kind of a natural thing that they do what they perceive board members want them to do and I think those five [the top five functions as selected by superintendents] are there for that reason.

Functions related to the community were rated second to those involving superintendent-board relations, e.g., "promote the school system within the community" (4.38), and "establish channels of communications with the community" (4.19). The extent of involvement for functions related to schools and central office were rated lowest overall of the four categories.

Perceptions of Board Chairpersons

The highest mean for the board chairpersons' responses on the extent of involvement of superintendents in selected functions (Table 4.3) was obtained for "participate in meetings with the full board," with a mean of 4.53. Whereas this function shows the relationship between the superintendent and the board, the next three highest functions, with means of 4.35, dealt with the school and community. They were "monitor the evaluation of schools," "monitor the evaluation of in-school

Table 4.3

Percentage Frequency Distributions, Means, and Ranks of Responses of Board Chairpersons About the Extent of Involvement of Superintendents in Selected Functions
(n=17)

Functions	Extent of involvement						
			%f				
	1	2	3	4	5	Mean	Rank
Participate in meetings with the full board	0	0	6	35	59	4.53	1
Monitor evaluation of schools	0	0	18	29	53	4.35	3
Monitor the evaluation of in-school administrators	0	6	12	24	59	4.35	3
Promote the school system within the community	6	0	12	18	65	4.35	3
Promote professional development for all staff	0	0	12	59	29	4.18	5.5
Write proposals, briefs, and reports on behalf of the district	0	0	18	47	35	4.18	5.5
Coordinate implementation of policy	0	6	18	35	41	4.12	8
Develop long-range (3-5 years) plans for the district	6	0	12	41	41	4.12	8
Participate in the evaluation of central office administrators	0	6	12	47	35	4.12	8
Participate in evaluation of educational programs	0	12	18	24	47	4.06	10.5
Participate in educational activities at the provincial level	0	0	29	35	35	4.06	10.5
Establish channels of communications with the community	6	6	18	24	47	4.00	12.5
Identify priorities for policy development	0	0	24	53	24	4.00	12.5
Coordinate preparation of the annual budget	6	6	18	35	35	3.88	14.5
Participate in discussions about design of schools	0	13	19	38	31	3.88	14.5
Participate in meetings with board committees	0	0	38	38	25	3.88	14.5
Develop board meeting agendas	0	12	29	35	24	3.71	17.5
Monitor the work of central office staff	0	6	35	41	18	3.71	17.5
Oversee student suspensions and expulsions	6	18	12	35	29	3.65	19.5
Participate in activities of professional associations	0	6	41	35	18	3.65	19.5
Establish channels of communication with teachers	6	0	41	35	18	3.59	21
Coordinate personnel recruitment	6	12	29	29	24	3.53	22.5
Participate in professional development activities with board members	6	12	12	65	6	3.53	22.5
Monitor the instructional competence of teachers	0	18	35	29	18	3.47	24
Participate in evaluation of non-educational programs	6	6	47	29	12	3.35	25.5
Monitor student achievement results	12	18	18	29	24	3.35	25.5
Assist the board in the evaluation of their (superintendent) performance	25	25	0	31	19	3.19	27
Monitor requisitions and purchases of the district	6	35	24	35	0	2.88	28

Note: The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

administrators," and "promote the school system within the community." Each of these functions addressed the relationship of the superintendent with schools. The five functions with the lowest means (the only functions falling in the "moderately involved" category) related to monitoring and evaluation: "monitor the instructional competence of teachers" (3.47), "participate in evaluation of non-educational programs" (3.35), "monitor student achievement results" (3.35), "assist the board in the evaluation of their [superintendent's] performance" (3.19), and "monitor requisitions and purchases of the district" (2.88).

In the interviews conducted with board chairpersons, a variety of opinions about superintendents' involvement were expressed. One board chairperson stated that

> Their most important job is to work with the board and keep it functioning at top speed.

A second chairperson offered this opinion:

> I'm not sure that the superintendent's activities with the board are as important as the superintendent's role as an educational leader. I would be happier if our superintendent had sufficient time to become much more of an educational leader, but they are just so hung up with administration.

Another chairperson expressed this view:

> It surprises me that the superintendents didn't choose more of these items, evaluation especially. All superintendents want evaluation policies in their systems and nobody wants to use them.

Functions relating to the community were generally rated higher by board chairpersons than were the other three categories, with functions related to schools and board being rated closely behind. The lowest rated category was superintendent-central office functions, i.e., "coordinate personnel recruitment" (3.53), and "monitor the work of central office staff" (3.71).

Perceptions of Department of Education Personnel

As was the case with both the superintendents and assistant superintendents, the Department of Education personnel rated the superintendent's involvement with the school board higher than the three other clusters of involvement. The highest mean for the Department of Education personnel responses on the extent of involvement of superintendents in selected functions (Table 4.4) was obtained for "participate in meetings with the full board," with a mean of 4.92. Other functions which had ratings in the "highly involved" category (means between 4.50 and 5.00) were "develop long-range (3-5 years) plans for the district" (4.83), and "identify priorities for policy development" (4.83). These functions were mostly related to superintendent-board relationships and system responsibilities. The three functions with the lowest means all involved monitoring: "oversee student suspensions and expulsions" (2.67), "monitor the instructional competence of teachers" (2.42), and "monitor requisitions and purchases of the district" (2.33).

One representative of the Department of Education stated:

> The superintendent is probably the most important educator in the board and has to be responsible for helping the board to find direction in education matters. So in order to do that, yes, you have to participate in meetings with the full board and write proposals and be involved with board committees, and, it is very important in the name of change to participate in professional development activities with board members, but not only with board members; with professional staff employed by the board as well.

Functions related to the community generally had means somewhat lower than were the means for involvement with the school board, for example, "promote the school system within the community" (4.58), and "establish channels of communication with the community" (4.33). Those functions involving schools and central office tended to have the lowest means.

Table 4.4

Percentage Frequency Distributions, Means, and Ranks of Responses of Department of Education Personnel About The Extent of Involvement of Superintendents in Selected Functions
(n=12)

Functions	Extent of involvement						
	1	2	%f 3	4	5	Mean	Rank
Participate in meetings with the full board	0	0	0	8	92	4.92	1
Develop long-range (3-5 years) plans for the district	0	0	0	17	83	4.83	2.5
Identify priorities for policy development	0	0	0	17	83	4.83	2.5
Participate in the evaluation of central office administrators	0	0	0	33	67	4.67	4
Promote the school system within the community	0	0	0	42	58	4.58	5
Assist the board in the evaluation of their (superintendent) performance	0	0	8	42	50	4.42	6
Establish channels of communications with the community	0	0	17	33	50	4.33	8
Participate in professional development activities with board members	0	0	17	33	50	4.33	8
Write proposals, briefs, and reports on behalf of the district	0	0	8	50	42	4.33	8
Develop board meeting agendas	0	0	8	67	25	4.17	10
Coordinate implementation of policy	0	8	25	33	33	3.92	12.5
Coordinate preparation of the annual budget	0	8	17	50	25	3.92	12.5
Participate in evaluation of schools	0	0	42	25	33	3.92	12.5
Promote professional development for all staff	0	0	33	42	25	3.92	12.5
Participate in the evaluation of in-school administrators	0	0	33	50	17	3.83	15.5
Participate in meetings with board committees	0	0	30	50	17	3.83	15.5
Establish channels of communication with teachers	0	8	42	25	25	3.67	17.5
Participate in educational activities at the provincial level	0	0	50	33	17	3.67	17.5
Participate in evaluation of educational programs	0	17	17	58	8	3.58	19.5
Participate in discussions about design of schools	0	0	50	42	8	3.58	19.5
Participate in activities of professional associations	0	8	50	33	8	3.42	21
Monitor the work of central office staff	0	25	33	25	17	3.33	22
Coordinate personnel recruitment	0	0	75	25	0	3.25	23
Monitor student achievement results	0	25	50	17	8	3.08	24
Participate in evaluation of non-educational programs	8	25	50	17	0	2.75	25
Oversee student suspensions and expulsions	8	17	75	0	0	2.67	26
Monitor the instructional competence of teachers	8	58	25	0	8	2.42	27
Monitor requisitions and purchases of the district	8	50	42	0	0	2.33	28

Note: The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

Research Question 2

> "To what extent do superintendents, assistant superintendents, school board chairpersons, and Department of Education personnel agree on the level of involvement in selected functions to be a component of the role of the superintendent?"

Table 4.5 provides the means of responses about the extent of involvement of superintendents in selected functions as perceived by each of the four constituent groups in the study. Bold type in Table 4.5 indicates a substantial difference, arbitrarily defined as a mean which was at least 0.4 higher than the other means. Table 4.6 shows the ranking of means of responses of these same groups. The functions in both tables are ranked in order according to the means for the superintendents. A difference of at least 5 between the rank for one group and the ranks of the other three groups is indicated by bold type.

Care should be exercised in interpreting differences among ranks because, while some means were very similar, their ranks could be taken as indicating greater differences in the means than was in fact the case. The 28 selected functions were arbitrarily categorized into three groups: board and district, school, community, and central office. These categories contained items which, based on the researcher's experience and literature reviewed, appeared to be directly related to the category heading.

The responses of the constituent groups were analyzed using Kendall correlation coefficients to determine the degree to which associations existed between the four groups--superintendents, assistant superintendents, board chairpersons, and Department of Education personnel--about the extent of involvement of superintendents in selected functions of their role. The resulting data are presented in Table 4.7. Correlations were

Table 4.5

Means of Responses From Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Extent of Involvement of Superintendents in Selected Functions

Functions	Means			
	Supt. (n=20)	Asst. (n=32)	Board (n=17)	Dept. (n=12)
Participate in meetings with the full board	4.80	4.81	4.53	4.92
Write proposals, briefs, and reports on behalf of the district	**4.80**	4.31	4.18	4.33
Develop board meeting agendas	**4.75**	3.97	3.71	4.17
Participate in meetings with board committees	**4.40**	3.91	3.88	3.83
Participate in professional development activities with board members	4.40	4.06	3.53	4.33
Identify priorities for policy development	4.35	4.43	4.00	**4.83**
Promote the school system within the community	4.25	4.38	4.35	4.58
Coordinate preparation of the annual budget	4.25	3.94	3.88	3.92
Participate in the evaluation of central office administrators	4.25	4.13	4.12	**4.67**
Establish channels of communications with the community	4.10	4.19	4.00	4.33
Coordinate implementation of policy	4.10	4.16	4.12	3.92
Assist the board in the evaluation of their (superintendent) performance	3.95	3.81	3.19	**4.42**
Promote professional development for all staff	3.95	3.78	4.18	3.92
Participate in evaluation of schools	3.95	3.75	**4.35**	3.92
Develop long-range (3-5 years) plans for the district	3.90	4.50	4.12	4.83
Participate in the evaluation of in-school administrators	3.80	3.56	**4.35**	3.83
Participate in educational activities at the provincial level	3.75	3.69	4.06	3.67
Monitor the work of central office staff	3.70	3.31	3.71	3.33
Participate in activities of professional associations	3.60	3.84	3.65	3.42
Establish channels of communication with teachers	3.60	3.75	3.59	3.67
Participate in discussions about design of schools	3.55	3.41	3.88	3.58
Coordinate personnel recruitment	3.50	2.97	3.53	3.25
Oversee student suspensions and expulsions	3.50	3.13	3.65	2.67
Participate in evaluation of educational programs	3.45	3.38	**4.06**	3.58
Participate in evaluation of non-educational programs	3.20	2.94	3.35	2.75
Monitor student achievement results	2.75	2.84	3.35	3.08
Monitor requisitions and purchases of the district	2.75	2.78	2.88	2.33
Monitor the instructional competence of teachers	2.65	2.81	**3.47**	2.42

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 0.4, between the mean in bold type and all other means.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

Table 4.6

Ranks of Means of Responses From Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Extent of Involvement of Superintendents in Selected Functions

Functions	Ranks of means			
	Supt. (n=20)	Asst. (n=32)	Board (n=17)	Dept. (n=12)
Participate in meetings with the full board	1.5	1	1	1
Write proposals, briefs, and reports on behalf of the district	1.5	5	5.5	8
Develop board meeting agendas	**3**	10	**17.5**	10
Participate in meetings with board committees	**4.5**	12	14.5	15.5
Participate in professional development activities with board members	4.5	9	**22.5**	8
Identify priorities for policy development	6	3	**12.5**	2.5
Coordinate preparation of the annual budget	8	11	14.5	12.5
Participate in the evaluation of central office administrators	8	8	8	4
Promote the school system within the community	8	4	3	5
Coordinate implementation of policy	10.5	7	8	12.5
Establish channels of communications with the community	10.5	6	12.5	8
Assist the board in the evaluation of their (superintendent) performance	13	14	**27**	**6**
Participate in evaluation of schools	13	16.5	**3**	12.5
Promote professional development for all staff	13	15	5.5	12.5
Develop long-range (3-5 years) plans for the district	**15**	2	**8**	2.5
Participate in the evaluation of in-school administrators	16	19	**3**	15.5
Participate in educational activities at the provincial level	17	18	**10.5**	17.5
Monitor the work of central office staff	18	22	17.5	22
Establish channels of communication with teachers	19.5	16.5	21	17.5
Participate in activities of professional associations	19.5	**13**	19.5	21
Participate in discussions about design of schools	21	20	**14.5**	19.5
Coordinate personnel recruitment	22.5	24	22.5	23
Oversee student suspensions and expulsions	22.5	23	19.5	26
Participate in evaluation of educational programs	24	21	**10.5**	19.5
Participate in evaluation of non-educational programs	25	25	25.5	25
Monitor requisitions and purchases of the district	26.5	28	28	28
Monitor student achievement results	26.5	26	25.5	24
Monitor the instructional competence of teachers	28	27	24	27

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 5, between the rank in bold type and all other ranks.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

Table 4.7

Kendall Correlation Coefficients Between the Ranks of the Means of the Responses of the Constituent Groups About the Extent of Involvement of Superintendents in Selected Functions

Strategic constituents	Kendall correlation coefficients		
	Asst. Supt.	Chairperson	Dept.
Superintendent	.454	.857	.684
Assistant superintendent	----	.421	.319
Chairperson	----	----	.645

found to be moderate between the responses of (a) assistant superintendents and superintendents (.454), and (b) assistant superintendents and board chairpersons (.421). A very high correlation was found between the responses of superintendents and board chairpersons (.857), high correlations found between the responses of superintendents and Department of Education personnel (.684), and Department of Education personnel and board chairpersons (.645). Assistant superintendents and Department of Education personnel responses showed a low correlation (.319).

Board and District Functions

Of the 28 functions addressing the extent of involvement of superintendents, these 10 related directly to board and district functions:

1. Participate in meetings with the full board.
2. Write proposals, briefs, and reports on behalf of the district.
3. Develop board meeting agendas.
4. Participate in meetings with board committees.
5. Participate in professional development activities of board members.
6. Identify priorities for policy development.
7. Coordinate preparation of the annual budget.
8. Identify criteria for evaluation of your own performance.
9. Develop long-range (3-5 years) plans for the district.
10. Coordinate implementation of policy.

The superintendents saw the functions related to board and district functions as high in priority for their role. Superintendents ratings for these functions ranked first through seventh in the ranking of their means and all 10 functions addressing board and district functions appeared in the top 15 ranks. All four constituent groups agreed about the superintendent's role in "participate in meetings with the full board," and rated this function as first or equal first. Assistant superintendents also generally rated the functions addressing board and district functions as the area of greatest involvement of superintendents. Five of the top seven rankings were given to functions addressing this category, and all 10 functions appeared in the top 14 ranks. In the interviews with three superintendents all referred to the change in their role over the last number years from that of an administrator heavily involved in instructional matters to one much more involved in matters relating to the board, the community, and the district as a whole.

Although board chairpersons agreed that "participate in meetings with the full board" was most involving, their perception of the superintendent's extent of involvement in board and district functions was lower than that of the superintendents or assistant superintendents. The means of the 10 functions addressing board and district functions ranked from 1 to 27, with only these four functions--"participate in meetings with the full board" (4.53), "develop long-range (3-5 years) plans for the district" (4.12), "write proposals, briefs, and reports on behalf of the district" (4.18), and "coordinate implementation of policy" (4.12)--appearing in the top 12 ranks. Department of Education personnel agreed with superintendents and assistant superintendents in their perception of the superintendents' extent of involvement in board and district functions . Their three top ranked functions addressed board and district functions and all 10 functions fell within the top 15 ranks of means.

Table 4.8 shows the discrepancies among the four constituencies for ranks of means. Bold type indicates a difference of at least five between the rank for one group and the ranks of the other three groups. Those functions which show a substantial difference are discussed in detail later in this chapter.

School Functions

Of the 28 functions addressing the extent of involvement of superintendents, these eight related directly to school functions:

1. Participate in evaluation of schools.

Table 4.8

Ranks of Means of Responses from Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Extent of Involvement of Superintendents in Board and District Functions

	Functions	Ranks of means			
		Supt. (n=20)	Asst. (n=32)	Chair (n=17)	Dept. (n=12)
1	Participate in meetings with the full board	1.5	1	1	1
2	Write proposals, briefs, and reports on behalf of the district	1.5	5	5.5	8
3	Develop board meeting agendas	**3**	10	**17.5**	10
4	Participate in meetings with board committees	**4.5**	12	14.5	15.5
5	Participate in professional development activities with board members	4.5	9	**22.5**	8
6	Identify priorities for policy development	6	3	**12.5**	2.5
7	Coordinate preparation of the annual budget	8	11	14.5	12.5
8	Coordinate implementation of policy	10.5	7	8	12.5
9	Assist the board in the evaluation of their (superintendent) performance	13	14	**27**	**6**
10	Develop long-range (3-5 years) plans for the district	**15**	2	**8**	2.5

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 5, between the rank in bold type and all other ranks.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

2. Promote professional development for all staff.
3. Participate in evaluation of in-school administrators.
4. Establish channels of communication with teachers.
5. Oversee student suspensions and expulsions.
6. Participate in evaluation of educational programs.
7. Monitor student achievement results.
8. Monitor the instructional competence of teachers.

Table 4.9 shows the discrepancies in ranks of means among the four constituencies. Bold type indicates a difference of at least five between the rank for one group and the ranks of the other three groups. These functions which show a substantial difference are discussed in detail later in this chapter.

The superintendents saw these functions as low in priority for their extent of involvement. The means of these functions ranked from 13 through 28, with "participate in the evaluation of schools" (4.80) ranking first among functions involving school functions but only 13 overall. The functions "monitor student achievement results" (2.75), and "monitor the instructional competence of teachers" (2.65) were rated last in extent of involvement by superintendents. Assistant superintendents also generally rated the functions addressing school functions low in extent of involvement for superintendents. School functions ranged in ranks of means from 15 to 27, with "promote professional development for all staff" (3.78) as the top-rated function in this category. Like the superintendents, assistant superintendents' ratings of the functions "monitor student achievement results" (2.84), and "monitor the instructional competence of teachers" (2.81) tended to have the lowest means.

Board chairperson's perception of the superintendents' extent of involvement in school functions was substantially different from that of the superintendents and assistant superintendents. Board chairpersons rated the eight functions addressing school functions with a diverse range of means, (rank 3 to 25), with three functions

Table 4.9

Ranks of Means of Responses From Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Extent of Involvement of Superintendents in School Functions

Functions	Ranks of means			
	Supt. (n=20)	Asst. (n=32)	Chair (n=17)	Dept. (n=12)
Participate in evaluation of schools	13	16.5	**3**	12.5
Promote professional development for all staff	13	15	**5.5**	12.5
Participate in the evaluation of in-school administrators	16	19	**3**	15.5
Establish channels of communication with teachers	19.5	16.5	21	17.5
Oversee student suspensions and expulsions	22.5	23	19.5	26
Participate in evaluation of educational programs	24	21	**10.5**	19.5
Monitor student achievement results	26.5	26	25.5	24
Monitor the instructional competence of teachers	28	27	24	27

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 5, between the rank in bold type and all other ranks.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

appearing in the chairperson's top five: "participate in evaluation of schools" (3.5; 4.35), "participate in the evaluation of in-school administrators " (3.5; 4.35), and "promote professional development for all staff" (5; 4.18). The three functions in this category ranked lowest in means were "monitor the instructional competence of teachers" (24; 3.47), "monitor student achievement results" (25; 3.35), and "participate in the evaluation of non-educational programs" (25; 3.35).

> One superintendent addressed this perception of board chairpersons as follows: I guess it depends on the interpretation the board chairperson put on it, but they reflect a desire to have evaluation as a priority in the system. . . . I think it reflects the standard desire for boards to have a superintendent in a supervisory role as opposed to a leadership role in many cases.

A second superintendent attempting to explain the discrepancy between the perception of board chairpersons and their superintendents made this comment:

> When they, in number two, indicate participate in the evaluation of schools, and in number three, it is probably true that my job description states something about school evaluation as well as administrator evaluation, but in this organization it is more the responsibility of the assistant superintendent to see that it is done. . . . In realizing these are the responses of board chairmen, might it be part of their perception "of most important functions of the superintendent" being most important functions of central office as opposed to the superintendent?

Department of Education personnel agreed with superintendents and assistant superintendents in their perception of the superintendents' extent of involvement in school functions. Department of Education personnel's top-rated function addressing school functions ranked 12 overall, "participate in evaluation of schools" (3.92), and the eight functions fell within the range of 12 to 27. The two functions in this category that tended to have the lowest means were "overseeing student suspensions and expulsions" (26; 2.67), and "monitor the instructional competence of teachers" (27; 2.42).

Community Functions

In the questionnaire addressing the extent of involvement of superintendents, these four functions were related directly to community functions:

1. Promote the school system within the community.
2. Establish channels of communication with the community.
3. Participate in education activities at the provincial level.
4. Participate in activities of professional associations.

Table 4.10 shows the discrepancies among the four constituencies. Bold type indicates a difference of at least five between the rank for one group and the ranks of the other three groups. These functions which show a substantial difference are discussed in detail later in this chapter. The superintendents saw these functions as being second most involving to their extent of involvement with their boards. They rated these functions with means that ranked 8 through 19 in the findings. All four constituents rated "promote the school system within the community" as the function in this category with the highest level of superintendent involvement, with rankings of third (4.35), fourth (4.38) and fifth (4.58) for board chairpersons, assistant superintendents, and Department of Education personnel respectively. The superintendents' mean for this function ranked eighth (mean 4.25) overall. The function "establish channels of communication with the community" (4.10) ranked 10 for superintendents and 7 (4.19), 8 (4.33) and 12 (4.00) for assistant superintendents, Department of Education personnel, and board chairpersons. The final two functions addressing community functions related more to the superintendent's involvement on a provincial level and ranked consistently lower than the means of those addressing the school/district community. There were consistent levels of expectation of superintendents' involvement in the function "participate in education activities at the provincial level" for three of the four constituent groups. The means of ratings of superintendents, assistant superintendents, and Department of Education personnel for this function ranked 17 (3.75), 18 (3.69), and 17.5 (3.67) respectively. Board chairpersons saw this function as being considerably more involving for superintendents and rated it substantially lower(rank 10.5, mean 4.06). The last function in this category, "participate in activities of professional associations," was rated consistently lower by superintendents

Table 4.10

Ranks of Means of Responses From Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Extent of Involvement of Superintendents in Community Functions

Functions	Ranks of means			
	Supt. (n=20)	Asst. (n=32)	Chair (n=17)	Dept. (n=12)
Promote the school system within the community	8	4	3	5
Establish channels of communications with the community	10.5	6	12.5	8
Participate in educational activities at the provincial level	17	18	**10.5**	19.5
Participate in activities of professional associations	19.5	**13**	19.5	21

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 5 between the rank in bold type and all other ranks.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

(19.5; 3.60), board chairpersons (19.5; 3.65), and Department of Education personnel (21; 3.42). Assistant superintendents saw this function as somewhat more involving for superintendents and rated it substantially higher, with a mean rank of 13 (3.84) overall.

Central Office Functions

Central office functions were represented in the questionnaire by these six functions:

1. Participate in the evaluation of central office administrators.
2. Monitor the work of central office staff.
3. Participate in discussions about design of schools.
4. Coordinate personnel recruitment.
5. Participate in evaluation of non-educational programs.
6. Monitor requisitions and purchases of the district.

Table 4.11 shows the extent of consistency among the four constituencies. Bold type indicates a difference of at least five between the rank for one group and the ranks of the other three groups. The only function which showed a substantial difference is discussed in detail later in this chapter. The superintendents saw these functions as tending to have the lowest means representing their extent of involvement . The mean ranks of these functions ranged from 8 through 19. The highest ranked function for all four constituents in this category was "participate in the evaluation of central office administrators," with superintendents (4.25), assistant superintendents (4.13), and board chairpersons (4.12) assessments ranking 8 overall. Department of Education personnel perceived this function as more involving for superintendents and rated it substantially higher (rank 4, mean 4.67). The ranks of four of the five remaining functions; "participate in evaluation of non-educational programs" (ranked 25 by all groups), "monitor requisitions and purchases of the district" (one 26, three 28), "coordinate personnel recruitment" (22, 22, 23, 24), and

Table 4.11

Ranks of Means of Responses From Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Extent of Involvement of Superintendents in Central Office Functions

Functions	Ranks of means			
	Supt. (n=20)	Asst. (n=32)	Chair (n=17)	Dept. (n=12)
Participate in the evaluation of central office administrators	8	8	8	4
Monitor the work of central office staff	18	22	17.5	22
Participate in discussions about design of schools	21	20	**14.5**	19.5
Coordinate personnel recruitment	22.5	24	22.5	23
Participate in evaluation of non-educational programs	25	25	25.5	25
Monitor requisitions and purchases of the district	26.5	28	28	28

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 5, between the rank in bold type and all other ranks.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

"monitor the work of central office staff" (17, 18, 22, 22) were consistently rated by the four constituent groups. Only the function "participate in discussions about design of schools" showed a substantial difference in rating with the mean of this function for board chairpersons ranked 14 (3.88) overall, while the other three groups rated it as follows: Department of Education personnel (19; 3.58), assistant superintendents (20; 3.41), and superintendents (21; 3.55). This category (central office functions) produced the most consistent ratings among the constituent groups for the extent of involvement of superintendents.

Substantial Differences Between Constituencies

The data in Tables 4.5 and 4.6 presented earlier highlight substantial differences among the perceptions of the four constituent groups. Of the 28 functions listed on the questionnaire, 15 produced data which reflected a substantial difference (based on a rank differential of five or more, or a mean differential of 0.4) in the perceptions of constituent groups about the extent of involvement of superintendents.

Board chairpersons' perceptions. Board chairpersons rated 10 of 28 functions differently in respect to the level of involvement of superintendents from the ratings of the other three constituent groups. Generally, the board chairpersons tended to rate the involvement of superintendents in functions related to the board lower than did the other constituent groups. The level of involvement of superintendents in school-related functions was rated higher by board chairpersons than by superintendents, assistant superintendents, and Department of Education personnel.

This variation was addressed in the interviews. A number of interesting perspectives were advanced. One assistant superintendent stated:

> The board members bring to the table their perceptions of what the people they represent want, and I think all of those things [the top five functions as selected by board chairpersons] fit quite nicely into what people say to board members about what the superintendent should be doing.

A superintendent suggested the perceptual difference between board chairpersons and the other three constituent groups had to do with experiential background:

> I think from the board chairmen point of view, I would read these as being fairly accurate [the top five functions as selected by board chairpersons]. Now, I would say that these are the kinds of things that board chairmen would traditionally emphasize. But I could not expect board chairmen to have a full appreciation of them because they are not educators--most of them aren't at least--and they would not have the in-depth experience or background to understand the full role of the superintendent. So this is what board chairmen would see. From the contact and the kinds of things the public would be saying--we must address questions such as "We must get the schools in better shape," and "Is anybody supervising staff?"--the board chairmen would be very sensitive. Board chairmen and boards, in fact most people, the general public, keep talking about leadership: they really want management.

The functions listed below were those for which the ranks of board chairpersons were substantially different from those of the other three groups with respect to the extent of involvement of superintendents in board and district functions (Table 4.8):

1. Develop board meeting agendas.
2. Participate in professional development activities with board members.
3. Identify priorities for policy development.
4. Assist the board in the evaluation of their (superintendent's) performance.

Whereas the superintendents saw the function "develop board meeting agendas" as the third most involving (mean 4.75), board chairpersons rated it much lower (rank 17.5; mean 3.71) for superintendents. Assistant superintendents (3.97) and Department of Education personnel (4.17) ratings resulted in a rank of 10. "Participate in professional development activities with board members" had a rank of 22.5 for the mean (3.53) of board chairpersons' responses. This same function was rated significantly higher by superintendents (4.5; 4.40), Department of Education personnel (8; 4.33), and assistant superintendents (9; 4.06). "Identify priorities for policy development" ranked 12.5 (4.00) for board chairpersons, whereas responses of Department of Education personnel produced a rank of 2.5 (4.83), assistant superintendents 3 (4.44), and superintendents 6 (4.35). The greatest discrepancy resulted from the chairpersons' perception of the superintendents' involvement in their own evaluation. This function ranked 27 (3.19) overall, for board chairpersons, whereas superintendents (13; 3.95), and assistant superintendents (14; 3.81) perceived much greater involvement. Department of Education personnel rated this function even higher (6; 4.42), which was substantially different from the rating of the other three groups.

The functions for which board chairpersons showed substantial differences in their ratings of the extent of involvement of superintendents in school functions were (Table 4.9):

1. Participate in evaluation of schools.
2. Participate in the evaluation of in-school administrators.
3. Participate in evaluation of educational programs.
4. Promote professional development for all staff.

A fifth function, "monitor the instructional competence of teachers," also showed a substantial difference between the means of the four constituent groups, although that difference was not reflected in a difference of five ranks in the ranks of means. Each of these functions was rated substantially higher by board chairpersons than by the other three constituent groups. One assistant superintendent suggested that board chairpersons may be more in-tune with the community:

> There are so many of these [board chairpersons' selections] that show the signs of change . . . but I guess my perception is that in many areas board members are much more in touch with the accountability theme that is rampant in the community than are the people that are internal to the system and this would perhaps also include the superintendent. Although number one ["participate in meetings with the full board"] is the same because I think it reflects a visibility thing, I also believe that many board people are saying to themselves; "What is it that the superintendent does?" They are realizing that it is more than just what is visible but they are not sure what it is, and they are developing in response to themes and wishes of the community some really clear-cut views as to what the superintendent should do and evaluation is very high on their list. It's not as high on the list of superintendents as I think it is going to have to be.

Four of the five functions identified by board chairpersons as having substantial differences in extent of involvement of superintendents dealt specifically with accountability. "Participate in evaluation of schools" ranked 3.5 (4.35) for board chairpersons. Department of Education personnel (12.5; 3.92), superintendents (13.5; 3.95), and assistant superintendents (16.5; 3.75) rated this function substantially lower. "Participate in the evaluation of in-school administrators" ranked 3.5 (4.35) for board chairpersons, but was rated much lower by the other groups: Department of Education personnel (15.5; 3.83), superintendents (16; 3.80), and assistant superintendents (19; 3.56). "Participate in evaluation of educational programs" had a rank of 10.5 (4.06) for board chairpersons, 19.5 (3.58) for Department of Education personnel, 21 (3.38) for assistant superintendents, and 24 (3.45) for superintendents. "Monitor the instructional competence of teachers" was rated at the lower end of the 28 functions (superintendents, 28, mean 2.65; assistant superintendents, 27, mean 2.81; board chairpersons, 24 mean 3.47; and Department of Education personnel, 27, mean 2.42), but showed a substantial difference in the mean scores with board chairpersons rating this function substantially higher. The last of the five functions was "promote professional development for all staff." Board chairpersons' ratings of this function resulted in a rank of 5.5 (4.18), whereas for Department of Education personnel the rank was 12.5 (3.92), for superintendents 13.5 (3.95), and assistant superintendents 15 (3.78).

Although this last function does not relate directly to accountability, an assistant superintendent put an unusual twist on the board chairpersons' rating of this function:

> Like you I was very pleased to see the promotion of professional development of all staff as one of the highest. I questioned the location of it. Maybe I'm being cynical here. The board chairperson placing professional development of all staff as that high of a priority could be seen as one of two things. One, the importance of continuous growth and development; or two, an evaluative component, that in fact we need more professional development because the job isn't being done.

The final two functions identified by board chairpersons as having substantially different levels of involvement for superintendents were "participate in educational activities at the provincial level" (board chairpersons, 10.5, mean 4.06; Department of Education personnel, 17.5, mean 3.67; superintendents, 17, mean 3.75; and assistant superintendents, 18, mean 3.69), and "participate in discussions about design of schools" (board chairpersons, 14.5, mean 3.88; Department of Education personnel, 19.5, mean 3.58; superintendents, 21, mean 3.55; and assistant superintendents, 20, mean 3.41). Each of these appeared in the mid-range of the list of 28 functions and were not perceived to be of great consequence. This judgment was based on the lack of expressed concern on the part of those constituents interviewed.

Superintendents' perceptions. Superintendents ranked the following three functions substantially differently than did the other three constituent groups (Table 4.8):

1. Develop board meeting agendas.
2. Participate in meetings with board committees.
3. Develop long-range (3-5 years) plans for the district.

Two other functions "write proposals, briefs, and reports on behalf of the district," and "participate in professional development activities with board members" also showed a substantial difference between the means of the four constituent groups, although that difference was not reflected in a difference of five ranks in the ranks of means. Assistant superintendents rated "develop long-range (3-5 years) plans for the district." (2; 4.50), substantially higher than did superintendents (15; 3.90). Department of Education personnel (2.5; 4.83), and board chairpersons (8; 4.12) also rated it higher than did the superintendents. These differences came as somewhat of a surprise to some of the constituents who were interviewed. One assistant superintendent, however, was not at all surprised by this result:

> I think planning, certainly in the past, has gotten shuffled a little further down the hierarchy. It tends to be delegated on the side because most of the planning--speaking from my own experience here, probably in that of other boards as well--has been the single project kinds of planning. If it's PD you give it to one person; if it is planning and maintenance of facilities you give it to somebody else. So planning was very easily delegated. It is only recently that planning has become a more comprehensive activity such as the strategic planning rage . . . that has to involve the superintendents in a different way than planning in the past. It requires some kind of coordinated approach and also establishing direction for the system which certainly would be very inappropriate for a superintendent not to be involved with. I think the nature of planning is changing and therefore the superintendents' role. In single project planning they didn't have to be as involved.

A board chairperson who was interviewed was less charitable about the superintendents' rating of long-range planning:

> Superintendents, first of all, do not do a great job of delegating. . . . It is really difficult for superintendents to delegate something of real significance to an assistant superintendent and then leave that person to do the job. The second thing is that if our superintendent has any communication--90% of the time he is up to his ears in alligators--and long-range plans for the district?--heck, he just wants to get through to lunch. I'm exaggerating!

One of the superintendents thought that political pressure played a significant part in explaining the discrepancy in the ratings allocated to long-range planning by superintendents and assistant superintendents:

> Most assistant superintendents have not experienced the shoes of the superintendent. So they are looking from the outside in without always knowing the political pressures that are brought to bear --I'm saying political although certainly there are other kinds of pressure--the political pressures that are put on the superintendent. I personally think that the assistant superintendent may indeed be right here--the superintendent and indeed the board who don't have a vision of where they are going is like a boat tossed around on the ocean without a rudder to get someplace.

Generally, those interviewed were surprised with the superintendents' rating of long-range planning and were inclined to suggest that such an attitude was more reflective of times gone by as opposed to the priorities of today.

"Write proposals, briefs, and reports on behalf of the district" was rated high in involvement by all four groups (superintendents 1.5, mean 4.80; assistant superintendents

5, mean 4.31; board chairpersons 5.5, mean 4.18; and Department of Education personnel 8, mean 4.33), but showed a substantial difference in the means. "Develop board meeting agendas" also had substantial differences in the rankings based on means (superintendents 3, mean 4.75; assistant superintendents 10, mean 3.97; board chairpersons 17.5, mean 3.71; and Department of Education personnel 10, mean 4.17), as well as the difference in rank previously discussed as a substantial difference for board chairpersons. "Participate in meetings with board committees" showed a substantial difference in both means and rank (superintendents 5.5 mean 4.40; assistant superintendents 12, mean 3.91; board chairpersons 16, mean 3.88; and Department of Education personnel 15.5, mean 3.83). "Participate in professional development activities with board members" was judged to be substantially different for superintendents based on the differential in the means (superintendents 4.5, mean 4.40; assistant superintendents 9, mean 4.06; board chairpersons 22.5, mean 3.53; and Department of Education personnel 8, mean 4.33). The significance of the substantial differences related to the superintendents' perception of their role with the board is discussed in the summary to this chapter.

Assistant superintendents' perceptions. Assistant superintendents rated one function substantially higher than did the other constituent groups. "Participate in activities of professional associations," ranked 13 (3.84) for assistant superintendents, 19.5 for superintendents (3.60) and board chairpersons (3.65), and 21 for Department of Education personnel (3.42). This higher rating of professional activities by the assistant superintendents seems to reflect a perceived need for continuing professional development. Assistants superintendents also rated "promote professional development for all staff" (3.78) as the top function in the category Superintendent/school relationships.

A superintendent expressed the following concern about the need for professional development for superintendents:

> I think right now there is a tremendous need for a major professional development program for superintendents in the province. I see around the table a lot of stressed-out individuals who are so preoccupied fighting fires that they haven't got time to develop the visionary skills that education should have and there is now a vacuum in the province. As a result I see people from the Department of Education assuming a leadership role without the capabilities really of doing that and so we have now a focus on things like testing, jumping on the band wagon and "you look to Japan," or whatever. The superintendents are not looked upon as a strong leadership group so I think there is a need for a strong professional development program. There is a need for a strong organization of those people because in numbers there is strength and we don't have that right now.

Research Question 3

> "What association exists between selected demographic variables and the extent to which superintendents perceive they are involved in administrative functions?"

The five demographic variables chosen were size of the school district, number of years the superintendent had been in the present position, age of the superintendent, the superintendent's number of years of post-secondary education, and total number of years of experience as a superintendent. The superintendent population was divided into approximately equal groups for each variable. A difference of 0.4 between mean for various groups was arbitrarily defined as an indication of a substantial difference.

Size of the district. Table 4.12 shows the substantial differences obtained in means for extent of involvement by the superintendent in relation to the size of the district as assessed by number of schools. Of the seven functions identified, six deal with services offered by central offices to schools. Superintendents of districts with fewer than 20 schools were much more likely to be involved in functions such as "participate in evaluation of schools" (superintendents of smaller districts, mean 4.44; superintendents of larger districts, mean 3.50), and "participate in the evaluation of in-school administrators" (smaller, 4.22; larger, 3.50). "Coordinate personnel recruitment" showed the greatest difference in means between superintendents of smaller districts compared to superintendents of larger districts (smaller, 4.11; larger, 3.00) The second highest difference was recorded for the function "monitor requisitions and purchases of the district" (smaller, 3.33; larger, 2.30). Only "identify criteria for evaluation of your own performance" did not relate to services provided by central offices to schools. This function was the only one that superintendents of larger districts rated higher than did superintendents of smaller districts (smaller districts, 3.56; larger districts, 4.20). The subject was addressed numerous times by respondents in the interview process. A representative of the Department of Education suggested that

> I guess it matters what your administrative structure looks like. If you are a small board then I suspect the school board would perceive the superintendent's role in one way--I certainly would.

A superintendent of one of the larger boards in the province offered this comment:

> Again, one's perspective here is influenced significantly by the size of the organization. I worked for a while as superintendent in [District A] where I was, for the first two years, the superintendent, the curriculum supervisor, the operations supervisor, the personnel supervisor. I was really in control of everything in those days, as we had a small number of students. I certainly did not give much attention to education philosophy or goals--struggled a bit to try to get to that but it was a struggle. Most of my time I was clearly a manager, in the process of trying to keep the board and myself out of trouble, I suppose. In this structure where I now work, I have more support. I do have a large organization but I have more support so I can often delegate tasks to individuals within the organization which does give me perhaps more opportunity than others might have to engage in goal setting and dialogue with those who might be interested in the subject.

Years in present position. The second demographic variable chosen for analysis was the number of years a superintendent had served in the present position. The superintendent population was divided into two groups; one with fewer than five years in their present position, and a second with five or more years. Table 4.13 shows the means for the two groups.

Of the 28 functions surveyed, eight showed substantial differences in the means. Superintendents with fewer than five years in their present position had higher means for

Table 4.12

Means of Responses of Superintendents About the Extent of Their Involvement in Selected Functions, Classified by Number of Schools in District

Functions	Number of schools	
	fewer than 20	20 or more
	Mean (n= 9)	Mean (n= 10)
Participate in evaluation of schools	**4.44**	3.50
Participate in the evaluation of in-school administrators	**4.22**	3.50
Coordinate personnel recruitment	**4.11**	3.00
Participate in discussions about design of schools	**4.00**	3.30
Participate in evaluation of educational programs	**3.67**	3.20
Identify criteria for evaluation of your own performance	3.56	**4.20**
Monitor requisitions and purchases of the district	**3.33**	2.30

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 0.4, between the mean in bold type and the other mean.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

Table 4.13

Means of Responses of Superintendents About the Extent of Their Involvement in Selected Functions, Classified by Years in Present Position

Functions	Years in present position	
	fewer than 5	5 or more
	Mean (n= 8)	Mean (n= 12)
Identify criteria for evaluation of your own performance	**4.38**	3.67
Promote professional development for all staff	**4.25**	3.75
Monitor the work of central office staff	**4.00**	3.50
Develop long-range (3-5 years) plans for the district	3.62	**4.08**
Participate in activities of professional associations	3.25	**3.83**
Oversee student suspensions and expulsions	3.25	**3.67**
Participate in educational activities at the provincial level	3.25	**4.08**
Monitor requisitions and purchases of the district	2.50	**2.92**

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 0.4, between the mean in bold type and the other mean.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

three of the eight functions. "Identify criteria for evaluation of your own performance" (less than five years, 4.38; more than five years, 3.67), "promote professional development for all staff" (4.25; 3.75), and "monitor the work of central office staff" (4.00; 3.50). The functions showing the most substantial differences were "identify criteria for evaluation of your own performance" (less than five years, 4.38; more than five years, 3.67), and "participate in activities of professional associations" (3.25; 4.08). The highest rated functions (4.08) for superintendents with five or more years were "develop long-range (3-5 years) plans for the district," and "participate in educational activities at the provincial level." "Participate in activities of professional associations," (3.83) ranked third for superintendents with five or more years in their present position. Each of these functions reflects involvement beyond the district boundaries on the part of the superintendent.

Age of the superintendent. The superintendent population was divided into two groups; younger than 50 years of age, and 50 years of age or older. Table 4.14 shows the means of the two groups. Of the 28 functions surveyed, eight showed substantial differences in relation to the superintendents' age. Superintendents 50 years of age or older rated "participate in meetings with the full board" (4.58), "participate in evaluation of central office administrators" (4.41), and "participate in evaluation of in-school administrators" (4.17) as the top three functions of the eight which showed a substantial difference in relation to their age. Superintendents younger than 50 years of age selected "identify criteria for evaluation of your own performance," and "promote professional development for all staff" (4.25) as the top two functions in this category. The function with the greatest substantial difference between the two groups was "participate in evaluation of central office administrators" (younger than 50, 3.25; 50 or older, 4.17).

Years of post-secondary education. The superintendent population was divided into two groups, one with fewer than 7 years of post-secondary education, and one

Table 4.14

Means of Responses of Superintendents Aboutthe Extent of Their Involvement in Selected Functions, Classified by Age of Superintendent

Functions	Age	
	younger than 50	50 or older
	Mean (n=8)	Mean (n=12)
Identify criteria for evaluation of your own performance	**4.25**	3.75
Promote professional development for all staff	**4.25**	3.75
Participate in meetings with the full board	4.63	**4.92**
Participate in evaluation of central office administrators	4.00	**4.41**
Participate in evaluation of education programs	**3.75**	3.25
Participate in evaluation of in-school administrators	3.25	**4.17**
Monitor requisitions and purchases of the district	**3.00**	2.58
Monitor student achievement results	**3.00**	2.58

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 0.4, between the mean in bold type and the other mean.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

with 7 or more years of post-secondary education. The data presented in Table 4.15 show the means of the two groups. Of the 28 functions surveyed, 13 functions showed substantial differences in means of the two groups, and all were rated higher by superintendents with seven or more years of post-secondary education than by those who had less than seven years of post-secondary education. "Monitor requisitions and purchases of the district" (2.30; 3.20), showed a difference of 0.90, "oversee student suspensions and expulsions," a difference of 0.80, and "participate in discussions about design of schools", and "participate in evaluation of educational programs" both showed a difference of 0.70. Each of these four functions ranked low on both group's selections.

Total years experience as a superintendent. The superintendent population was divided into two groups; one with fewer than 10 years of experience as a superintendent, and one with 10 or more years. Table 4.16 shows the means of the two groups. Of the 28 functions surveyed, nine showed substantial differences in relation to the superintendents' total number of years experience as a superintendent, with eight of the functions rated higher by superintendents with fewer than 10 years total experience. The one function rated higher by superintendents with more than 10 years total experience was "participate in evaluation of central office administrators" (4.42). The function showing the most substantial difference was "promote professional development for all staff," (fewer than 10, mean 4.50; 10 or more, mean 3.58).

Summary and Discussion

Consistent with Musella's (1991) study of the changing role of 110 CEOs throughout Canada, this study supported the findings of major changes in expectations and roles played in the everyday administrative life of superintendents. This conclusion was confirmed by the opinions expressed by the three superintendents interviewed.

Table 4.15

Means of Responses of Superintendents About the Extent of Their Involvement in Selected Functions, Classified by Years of Post-Secondary Education

Functions	Years of post-secondary education	
	fewer than 7	7 or more
	Mean (n=10)	Mean (n=10)
Participate in meetings with the full board	4.80	4.80
Participate in evaluation of central office administrators	4.00	**4.50**
Coordinate preparation of annual budget	4.00	**4.50**
Coordinate implementation of policies	3.80	**4.40**
Establish channels of communications with the community	3.90	**4.30**
Participate in evaluation of schools	3.70	**4.20**
Monitor the work of central office staff	3.50	**3.90**
Participate in discussions about design of schools	3.20	**3.90**
Oversee student suspensions and expulsions	3.10	**3.90**
Participate in evaluation of educational programs	3.10	**3.80**
Coordinate personnel recruitment	3.30	**3.70**
Monitor requisitions and purchases of the district	2.30	**3.20**
Monitor student achievement results	2.50	**3.00**

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 0.4, between the mean in bold type and the other mean.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

Table 4.16

Means of Responses of Superintendents About the Extent of Their Involvement in Selected Functions, Classified by Total Years Experience as a Superintendent

Functions	Total years experience as superintendent	
	fewer than 10	10 or more
	Mean (n=10)	Mean (n=10)
Participate in meetings with the full board	**5.00**	4.66
Promote professional development for all staff	**4.50**	3.58
Identify criteria for evaluation of your own performance	**4.38**	3.67
Participate in evaluation of central office administrators	4.00	**4.42**
Monitor the work of central office staff	**4.00**	3.50
Coordinate personnel recruitment	**3.88**	3.25
Establish channels of communications with the community	**3.86**	3.42
Participate in evaluation of education programs	**3.75**	3.25
Oversee student suspensions and expulsions	**3.75**	3.33

**Notes:* Bold type indicates a substantial difference, arbitrarily defined as 0.4, between the mean in bold type and the other mean.

The scale was as follows: 1 = Not involved; 2 = Slightly involved; 3 = Moderately involved; 4 = Very involved; and 5 = Highly involved.

Superintendents in Nova Scotia appear to be facing the same "change in expectations and roles in the everyday administrative life" as were those CEOs in Musella's study. Adjustment to these changes in expectations in role is made more difficult by differences in perception among groups. Each of the major groups in this study had different expectations of the role of the superintendent. This was consistent with the view of Leithwood and Musella (1991). In this Nova Scotia study, superintendents saw themselves primarily as facilitators of school board activities, whereas board chairpersons viewed superintendents as facilitators of school accountability. Assistant superintendents perceived the superintendent as more of an instructional leader. Department of Education personnel had a different perspective which emphasized the superintendent as a developer of policy. These perceptions were not mutually exclusive as a great deal of overlap occurred among them. It should not be surprising that individuals identified those functions of the superintendent's role which were most closely associated with functions of their own role descriptions. This finding supported Costley and Todd's (1991) suggestion that "the development of these role expectations involves the perceptions, attitudes, and feelings of the individuals toward other group members and toward the objectives of the group" (p. 263).

In addition to the 28 functions listed in the questionnaire, respondents added 35 functions they saw as part of the superintendent's role. All of the additional functions were rated as "very involved" or "highly involved," with means for all the 28 original functions being within the range of 2.33 to 4.92 on a 5-point scale, with only five means being below the midpoint of 3.00. In the section of the questionnaire requesting additional comments, one superintendent wrote, "My main beef is trying to be everything to everyone and not having adequate time to deal with important issues." Certainly the data collected in this study supported the "all things to all people perspective" as reported by this superintendent, as well as by other Canadian studies (Boich et al., 1989; Duignan, 1980;

Genge, 1991; Leithwood & Musella, 1991; Musella, 1991; McLeod, 1984). This role perception was reported by Kahn et al. (1964) when they stated that the higher the rank of the individual in the organization, the greater the ambiguity of their role.

The functions in which all groups showed general agreement were in the category of superintendent's role as facilitator to the board. Although the groups agreed on these 10 functions as a major part of the superintendent's role, there were differences in the ranking of these functions. Superintendents generally rated these functions as high in involvement, whereas assistant superintendents, board chairpersons, and Department of Education personnel rated them lower yet still ranked them within the top 10 functions ranked according to their mean.

Generally, the superintendents saw their role as facilitator of school board activities first, and policy coordinators second. Their role in educational leadership, as represented by eight school-related functions, rated low in involvement, which cannot be interpreted to mean low in importance. In the interviews, superintendents questioned the significance of "involvement" versus "importance," which may be an appropriate topic for a future study. The comment was made that instructional leadership functions can be more easily delegated than can board facilitation functions, therefore explaining why a superintendent may be more involved with administration of board functions as opposed to more involvement with instructional leadership. Superintendents rated school-related functions low for their involvement. Wirt (1990) proposed that superintendents are moving away from instructional leadership and their work is becoming more political in nature. Nova Scotia superintendents reflected the same evolution away from instructional leadership.

Assistant superintendents agreed that the role of the superintendent involved being a facilitator of school board activities, but they placed much higher emphasis on the development of long-range plans and policy development as integral functions of the superintendent's role. Assistant superintendents saw the superintendent's role as did

Konnert and Augenstein (1990) who stated that "More than any other employee, the superintendent must constantly be concerned with system wide missions and goals [and] . . . it is the superintendent's responsibility to be sure that every subdivision and every individual understands how these activities contribute to the big picture" (p. 50). Assistant superintendents also rated the superintendent's role in community relations as high in involvement. In the interviews, two assistant superintendents expressed concern with the low ratings of community involvement. Generally, assistant superintendents rated the extent of superintendent's direct involvement with schools lowest of the 28 functions.

Assistant superintendents also expressed concern that superintendents were too involved with day-to-day operations of the district and had little time left for visionary leadership. Two suggested that superintendents reflected an image previously identified by Duignan in his 1980 study: "the superintendent's administrative behavior is not, generally, as planned and organised as it sometimes suggests in the literature." (p. 25)

One assistant superintendent commented at the end of the questionnaire that "Unfortunately, far too much emphasis is placed on the political role of the superintendent--by too many people in too many places." Another assistant superintendent suggested "a clearer role description of the superintendent is the cornerstone to a board's strong educational foundation with its community." Assistant superintendents supported the perception reported by Holmes (1991) in his work on values and beliefs of Ontario superintendents:

> CEOs claim to give 75 per cent of their time to political (external and public relations) and managerial (including financial management) issues and general communication within the system. Only 20 per cent of their time, they say, is devoted to substantive issues of program--broadly defined to include curriculum, extra curricular activities, scheduling and school closing and personnel. (pp. 171-172)

Nova Scotia assistant superintendents suggested that superintendents are less involved with instructional leadership than they should be.

Board chairpersons perceived the Nova Scotia superintendent as the educational leader of the school district with specific emphasis on school-related functions. The board chairpersons seemed to reflect the expectations of the community about the role of the superintendent. Accountability was high on the board chairpersons' role expectations of the superintendent, as functions such as "monitor evaluations of schools," monitor evaluation of in-school administrators," and "participate in the evaluations of educational programs" were rated as "very important." This role of the superintendent was emphasized by the board chairperson in the questionnaire and in the interviews. In the interview, one board chairperson stated that educational leadership was more important than activities with the board, and another stated that accountability must become a higher priority of the superintendent. Board chairpersons generally rated functions related to the community higher for involvement of superintendent than did the other three groups. One board chairperson added the following comment to the questionnaire: "Superintendents must develop a positive approach to district parents--asking for and accepting their input."

Department of Education personnel supported the perception of superintendents and assistant superintendents that the superintendent's role is primarily involved with being a facilitator of board activities. They saw the superintendent as a policy developer and emphasized the role of the superintendent in community relations. Superintendents involvement with schools was rated lower by Department of Education personnel than by all other groups, as they identified the nature of the superintendent's role as more administrative than instructional. One respondent supplied this additional comment: "The superintendent must be a good communicator, a good facilitator, an inspirational leader, must know the system's strengths and weaknesses, be a visionary, and assure the system meets the needs of the students and the community."

The ratings of the board chairpersons showed substantial differences from the ratings of the other three groups in 10 of the 28 functions. These findings reflected an area which should be of major concern to superintendents from two perspectives; one of role clarification, and a second of communications. As Sletten (1958) reported, the fact that the superintendent's role is defined, at least in part, by a group (school board) "outside the culture in which it operates" will lead to conflicting expectations. The findings in this study suggested a substantial gap between the perceptions of board chairpersons and their superintendents. Although there were other functions which showed substantial differences among the groups (three for superintendents, one for assistant superintendents, and one for Department of Education personnel), the major variations in perception of the superintendent's role between the board chairpersons and the other three groups were of concern and should be addressed in future research.

Board chairpersons generally rated superintendent's involvement with board-related activities much lower than did the other three groups. In two of these areas--developing board meeting agendas and participating in meetings of the board committees--superintendents rated them substantially higher than did the other three groups. Board chairpersons saw superintendents as being much more involved in school-related functions and evaluation than did any of the other groups. The function which showed the greatest discrepancy--"assist the board in your [superintendent's] evaluation"--should be of major concern to superintendents, and it should be examined by both researchers and practitioners. The role ambiguity apparent in the perceptions of two of the major players in relation to the superintendent's role could be the cause of role stress. The literature (e.g., Foskett, 1967; Erez & Goldstein, 1981) suggests that differences between perceived expectations cause diminished effectiveness in role performance and a tendency to emphasize administrative and managerial functions rather than instructional leadership.

Another area of major concern dealt with planning. "Develop long-range (3-5 years) plans" showed a substantial difference in ranks of means (assistant superintendents, 2.5; Department of Education, 2: board chairpersons, 8; superintendents, 15). The literature (e.g., Downey et al., 1989; Coleman & LaRocque, 1990; Tichy & Ulrich, 1984; Konnert & Augenstein, 1990) suggests that transformational leadership and symbolic leadership are both characterized by visionary leadership which mandates planning, mission statements, direction, and mobilization of the organization. Genge's (1991) survey of effective superintendents in Alberta reported that "planning and activities associated with planning, such as developing a mission statement, identifying needs, and setting goals were by far the most frequently mentioned system priorities" (p. 266). The discrepancy in perception regarding long-range planning does not bode well for visionary leadership and should be addressed.

Role perceptions were substantially affected by specific demographic variables of superintendents. The demographic variable which the most association with difference in role perception was years of post-secondary education. Of the 28 functions assessed 13 showed substantial differences for superintendents with fewer than seven years of post-secondary education from those who had more than seven years. Although only seven of the 28 functions showed a substantial difference in their ratings when superintendents' responses were classified by district size, the relationship with size warrants some discussion. Generally, superintendents from districts with fewer than 20 schools were more involved in school-related functions than were superintendents from larger districts. In the interviews conducted, district size surfaced as a partial explanation for many of the discrepancies reported. At least one representative from each group suggested that the role of the superintendent varies significantly depending on the size of the district. Leithwood and Musella (1991) substantiated this finding in their work on organizational culture and context in which they stated, "also influencing what the CEOs do is . . . school system size (as school systems increase in size, there is a tendency for CEOs' priorities to shift from day-to-day operations and perhaps curriculum and instruction concerns to school board management)" (p. 14). Allison (1991) also reported that CEOs' different priorities and different ways of handling work aspects are "at least partially related to the organizational size of the system" (p. 38). The data collected in this study re district size were not sufficient to make generalizations, but the discrepancies reported and the perceptions reported in the interviews are sufficient to recommend further study in this area.

Superintendents with more than seven years of post-secondary education tended to rate functions substantially higher than did superintendents with fewer years of formal education. Of 28 functions, 13 were rated substantially higher by this group. Generally, the functions rated higher were school-related functions or central office-related functions. Superintendents with less experience generally rated functions substantially higher (8 of 28) than did superintendents with 10 or more years experience (1 of 28). The substantial differences based on demographic variables generally appeared in the lower half of the rankings, with means below 4.00.

In summary, a considerable number of administrative functions showed substantial difference in their means and/or ranks when the responses were categorized by demographic variable.

Chapter 5

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS

Introduction

This chapter presents the findings related to Research Questions 4, 5, 6, and 7. The means of responses and the ranks of means for questionnaire items are presented. Information from the interviews is integrated with the numerical data. Some verbatim quotations are included to elaborate the points discussed. Where desirable to improve readability, some minor changes have been made to the quotations without affecting their substance. At the end of the chapter, the results are summarized, discussed, and related to the literature.

Research Question 4

"What are the superintendents' perceptions of their overall effectiveness?"

Overall Effectiveness

When asked to assess their overall effectiveness, 14 superintendents answered as shown in Table 5.1. The most frequent response was "very effective" with 78.6% selecting this level. No superintendents selected "not effective" or "slightly effective."

In the interviews, superintendents were asked to identify those factors which most inhibited their effectiveness and to make suggestions as to how to improve this. One superintendent offered the following comment:

> The political nature of boards is an inhibiting factor, finances is an inhibiting factor and the lack of on-going professional development opportunities. Those would be three of the key inhibitors of the effectiveness of superintendents.

A second superintendent suggested the following inhibitors:

> Time to do the task. That is one of the factors that gets in the way. Maintaining good communications and being faithful to that process if it

Table 5.1

Frequency Distribution of Levels of Overall Effectiveness of Superintendents
(n=14)

Level of overall effectiveness		f	%f
1.	Not effective	0	0
2.	Slightly effective	0	0
3.	Moderately effective	3	21.4
4.	Very effective	11	78.6
5.	Highly effective	0	0

Mean = 3.79

> is not done gets in the way. You're out there rebuilding the base that you thought you had and it keeps eroding. Personal knowledge and skills, expertise--a lack of expertise can be a great inhibitor.

Another superintendent identified three discrete factors as serious inhibitors:

> First of all, how long the board has been working with the same superintendent is a factor. Right now, in this province, I think that a superintendent is out there by himself. If he makes a mistake there is nobody closing in to help him; he is a target. I think part of that target results from the general cynicism in society towards anyone who is perceived to either have power or who makes a good salary--when people around aren't working, etc.
>
> I think there is another great influence these days and I can see the merits of it, but I can also see where it gets in the way of things, and that is the lack of ability for superintendents or anyone in a top management position to use common sense instead of legal sense. The whole world seems to be so legally conscious that we are losing the ability to use common sense as a way of resolving issues.
>
> I also think that there has been another factor here and I think it's what we have gone through in the last twenty years, in this society, a whole phenomenon that if you yell loud enough you are going to get your way. So all the squeaky wheels in this province, i.e., special interest groups, keep bringing forward all the things they want for their own particular reasons. Many of them very valid, I am not disputing the validity of them. We've been so busy trying to put all the pieces together that we've lost the whole picture. When you get too many pieces you've got a fragmented education system, no clear vision of where things need to be.

The superintendents were quick to offer suggestions as to how superintendents can improve their effectiveness. One suggested that

> I think there has to be more attention given to professional growth and development of people in leadership roles. That's not just true of the superintendents, but generally central office administration is a body that is perceived to have already arrived at some utopia in terms of educational expertise and knowledge. So I think in many cases where there is not sufficient time for reading, for research, for proper investigation and discussion of critical issues, too much time is spent running after problems, playing monkey-off-the-back sort of thing.

A second superintendent echoed the advice given above:

> I think there is a need for a superintendent support system across the province to help deal with issues. One of the things that came out at our ANSEA [The Association of Nova Scotia Educational Administrators]

> meeting was the need for both professional growth that allows you to become more visionary, and a need for sharing, caring and understanding of the day-to-day issues that seem to bog us down. The other would be a need for mobility of superintendents across the province. I think we are seeing to some extent the reflection of people who have been too long in the same job with nowhere to go, isolated and with a lack of professional development growth experiences. A need exists for some sort of a time-out process, sabbaticals etc., that will regenerate and allow those people to have some success.

Research Question 5

> "To what extent do superintendents, assistant superintendents, board chairpersons, and Department of Education personnel agree on the importance of selected work aspects as contributing to the overall effectiveness of school superintendents?"

The constituent groups were surveyed and their responses were analyzed using the Kendall correlation coefficients to determine the extent to which associations existed among the four groups--superintendents, assistant superintendents, board chairpersons, and Department of Education personnel--about the importance of selected aspects of the superintendent's work. The resulting data are presented in Table 5.2. Correlations were found to be moderate between the responses of superintendents and board chairpersons (.485), superintendents and Department of Education personnel (.509), and assistant superintendents and board chairpersons (.495). High correlations were found between the responses of superintendents and assistant superintendents (.641), assistant superintendents and Department of Education personnel (.692), and Department of Education personnel and board chairpersons (.587).

Tables 5.3 and 5.4 include the means and ranks for each item for each constituent group. In Tables 5.3 and 5.4 the work aspects are arranged in decending order based on the responses of the superintendents.

Table 5.2

Kendall Correlation Coefficients Between the Ranks of Means of Responses of the Constituent Groups About the Importance of Selected Work Aspects for Superintendents' Effectiveness

Strategic constituents	Kendall correlation coefficients		
	Asst. supt.	Chairperson	Dept.
Superintendent	.641	.485	.509
Assistant superintendent	—	.495	.692
Chairperson	—	—	.587

Table 5.3

Means of Responses from Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Importance of Selected Work Aspects for the Superintendent's Effectiveness

Work aspects	Means			
	Supt. (n=20)	Asst. (n=32)	Board (n=17)	Dept. (n=12)
Employ highly qualified central office staff	4.85	4.66	4.44	4.67
Employ highly qualified teaching staff	4.80	4.48	4.56	4.25
Promote trust between the school board and central office staff	4.80	4.44	4.50	4.33
Promote trust between the schools and central office	4.70	4.56	4.35	4.50
Develop community support for the school district	4.70	4.41	4.44	4.25
Assist the school board to function as a unified body	4.65	4.50	4.25	4.42
Delegate responsibilities to appropriate personnel	4.65	4.84	4.47	4.50
Promote harmony within the administrative staff	4.65	4.44	4.44	4.33
Emphasize high standards of teaching performance	4.65	4.50	4.59	4.58
Promote professional growth for all employees	4.65	4.41	4.29	4.25
Conduct long-range (3-5 years) planning	4.60	4.63	4.31	4.58
Set clear goals for the school district	4.60	4.66	4.56	4.92
Increase commitment, dedication and loyalty of the school district's educators	4.55	4.34	4.29	4.08
Identify educational needs of the community	4.55	4.25	4.50	**3.83**
Foster cohesiveness within central office staff	4.55	4.31	4.19	4.33
Cope with emergencies	4.55	4.22	4.38	4.00
Emphasize academic achievement	4.50	4.44	4.38	4.25
Emphasize effective management	4.50	4.22	4.50	4.50
Cope with conflict	4.50	4.03	4.31	4.08
Use resources appropriately	4.50	4.28	4.38	4.25
Cope with uncertainty	4.47	3.88	4.13	3.83
Improve knowledge of school board members about educational practices	4.45	4.38	4.31	4.08
Establish a written philosophy for the school district	4.45	4.41	4.50	4.83
Improve morale of employees	4.45	4.19	4.12	4.00
Clarify role expectations for all employees	4.40	4.13	4.00	3.67
Increase job satisfaction of employees	4.40	4.13	3.88	3.75
Provide an appropriate work environment	4.40	3.84	4.13	3.92
Establish an evaluation program for all employees	4.35	4.19	4.00	3.83
Communicate with community groups	4.35	4.09	4.06	3.67
Direct staff efforts in reaching school district goals	4.30	4.09	4.38	4.25
Provide feedback to all employees	4.15	4.25	4.25	4.17
Involve the public in decision-making	4.10	3.56	3.94	3.67
Coordinate activities of various groups of employees	4.05	3.55	3.75	3.58
Establish written administrative procedures	3.95	4.03	4.31	3.92

Notes: Bold type indicates a mean which was at least 0.4 lower than all other means.

The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Table 5.4

Ranks of Means of Responses from Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Importance of Selected Work Aspects for the Superintendent's Effectiveness

Work aspects	Ranks of means			
	Supt. (n=20)	Asst. (n=32)	Board (n=17)	Dept. (n=12)
Employ highly qualified central office staff	1	2.5	**10**	3
Employ highly qualified teaching staff	2.5	8	2.5	**15.5**
Promote trust between the school board and central office staff	2.5	5	**16**	**11**
Develop community support for the school district	4.5	13	10	**15.5**
Promote trust between the schools and central office	4.5	5	**16**	7
Assist the school board to function as a unified body	8	6.5	**23.5**	9
Delegate responsibilities to appropriate personnel	8	**1**	8	7
Promote harmony within the administrative staff	8	10	10	11
Emphasize high standards of teaching performance	8	6.5	1	4.5
Promote professional growth for all employees	8	13	**21.5**	15.5
Set clear goals for the school district	**11.5**	2.5	2.5	1
Conduct long-range (3-5 years) planning	11.5	4	18.5	4.5
Identify educational needs of the community	14.5	19.5	5.5	**28**
Cope with emergencies	14.5	21.5	13.5	23.5
Increase commitment, dedication and loyalty of the school district's educators	14.5	16	21.5	21
Foster cohesiveness within central office staff	14.5	17	**25**	11
Emphasize academic achievement	18.5	10	13.5	15.5
Cope with conflict	18.5	**29.5**	18.5	21
Emphasize effective management	18.5	21.5	5.5	7
Use resources appropriately	18.5	18	13.5	15.5
Cope with uncertainty	**21**	31	26.5	28
Establish a written philosophy for the school district	23	13	5.5	**2**
Improve knowledge of school board members about educational practices	23	15	18.5	21
Improve morale of employees	23	23.5	28	23.5
Clarify role expectations for all employees	26	25.5	30.5	32
Provide an appropriate work environment	26	32	26.5	25.5
Increase job satisfaction of employees	26	25.5	33	30
Communicate with community groups	28.5	27.5	29	32
Establish an evaluation program for all employees	28.5	23.5	30.5	28
Direct staff efforts in reaching school district goals	30	27.5	13.5	15.5
Provide feedback to all employees	**31**	19.5	23.5	19
Involve the public in decision-making	32	33	32	32
Coordinate activities of various groups of employees	33	34	34	34
Establish written administrative procedures	34	29.5	**18.5**	25.5

Notes: Bold type indicates a rank which was at least 5 higher or lower than all other ranks.

The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Perceptions of Superintendents

In Table 5.5 the work aspects are arranged in descending order based on the means of responses of superintendents. The highest means for the superintendents' responses on the importance of specific work aspects (Table 5.3) was obtained for "employ highly qualified central office staff" (4.85). Superintendents rated this work aspect as either "very important" (15%) or "highly important" (85%). Of the 34 work aspects offered for consideration, superintendents rated 16 as "highly important." Ranked 2.5 were "employ highly qualified teaching staff," and "promote trust between the school board and the central office staff" both with means of 4.80. "Develop community support for the school district," and "promote trust between the schools and central office" ranked 4.5, with means of 4.70. Five work aspects ranked 8 with means of 4.65. They were "assist the school board to function as a unified body," "delegate responsibilities to appropriate personnel," "emphasize high standards of teaching performance," "promote harmony within the administrative staff," and "promote professional growth for all employees."

The work aspects rated least important for superintendent's effectiveness were "provide feedback to all employees" (rank 31; mean 4.15), "involve the public in decision-making" (32; 4.10), "coordinate activities of various groups of employees" (33; 4.05), and "establish written administrative procedures" (34; 3.95). Although these work aspects were perceived as the least important of the 34, superintendents rated them as "very important."

Superintendents were questioned about the low ratings of "involve the public in decision-making" by all four groups (superintendents--rank 32, mean 4.10; assistant

Table 5.5

Percentage Frequency Distributions of Responses of Superintendents About the Importance of Selected Work Aspects for the Superintendent's Effectiveness
(n= 20)

Work aspect	Importance						
			%f				
	1	2	3	4	5	Mean	Rank
Employ highly qualified central office staff	0	0	0	15	85	4.85	1
Employ highly qualified teaching staff	0	0	5	10	85	4.80	2.5
Promote trust between the school board and central office staff	0	0	5	10	85	4.80	2.5
Develop community support for the school district	0	0	0	30	70	4.70	4.5
Promote trust between the schools and central office	0	0	0	30	70	4.70	4.5
Assist the school board to function as a unified body	0	0	5	25	70	4.65	8
Delegate responsibilities to appropriate personnel	0	0	0	35	65	4.65	8
Emphasize high standards of teaching performance	0	0	5	25	70	4.65	8
Promote harmony within the administrative staff	0	0	0	35	65	4.65	8
Promote professional growth for all employees	0	0	5	25	70	4.65	8
Conduct long-range (3-5 years) planning	0	0	5	30	65	4.60	11.5
Set clear goals for the school district	0	0	5	30	65	4.60	11.5
Cope with emergencies	0	0	5	35	60	4.55	14.5
Foster cohesiveness within central office staff	0	0	0	45	55	4.55	14.5
Identify educational needs of the community	0	0	0	45	55	4.55	14.5
Increase commitment, dedication and loyalty of the school district's educators	0	0	0	45	55	4.55	14.5
Cope with conflict	0	0	5	40	55	4.50	18.5
Emphasize academic achievement	0	0	10	30	60	4.50	18.5
Emphasize effective management	0	0	5	40	55	4.50	18.5
Use resources appropriately	0	0	0	50	50	4.50	18.5
Cope with uncertainty	0	0	5	42	53	4.47	21
Establish a written philosophy for the school district	0	0	15	25	60	4.45	23
Improve morale of employees	0	0	0	55	45	4.45	23
Improve knowledge of school board members about education practices	0	0	5	45	50	4.45	23
Clarify role expectations for all employees	0	0	10	40	50	4.40	26
Increase job satisfaction of employees	0	0	5	50	45	4.40	26
Provide an appropriate work environment	0	0	0	60	40	4.40	26
Communicate with community groups	0	0	5	55	40	4.35	28.5
Establish an evaluation program for all employees	0	0	0	65	35	4.35	28.5
Direct staff efforts in reaching school district goals	0	0	5	60	35	4.30	30
Provide feedback to all employees	0	5	15	40	40	4.15	31
Involve the public in decision-making	0	0	5	80	15	4.10	32
Coordinate activities of various groups of employees	0	0	20	55	25	4.05	33
Establish written administrative procedures	0	0	20	65	15	3.95	34

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

superintendents--33, 3.56; board chairpersons--32, 3.94; and Department of Education personnel--32, 3.67). One superintendent expressed disappointment about these results:

> I'm not really surprised, but I'm really disappointed. I think it indicates the distance we have to go to break down the status quo bureaucracy in terms of administration. As I mentioned earlier, the board chairpersons response to question two, identifying "promote the school system within the community" as a priority, and the response here involving the community in decision-making are worlds apart and suggests again the insular nature of school boards--their desire to promote what's happening on the one hand but not involve people in it on the other. In my perception this is contradictory.

Another superintendent responded in a similar fashion:

> Obviously the majority of the boards feel intimidated, or whatever the words are, by community involvement. There is still a fair bit of that apparent. I reflect on a committee that I served on provincially, looking at the select committee's report to the legislature and struggling with the issues--boards of trustees, discussing school councils, and community school councils. I was surprised. Four or five of us put a little paper together and it was tried out at a Board of Directors meeting of the NSSBA [Nova Scotia School Boards Association]. It had a very rough ride, and a great many thought we were playing a very dangerous game by promoting the engagement of the community in the decisions of the school. They couldn't understand why in the world we would ever want that.

A superintendent recently appointed to the position expressed these concerns:

> I want to say my initial response to that was let's get real folks, you've been hiding yourself from the realities of the day. I think everybody outside the school system is talking about being involved in education, the business community, every primary mother wants to get into the classroom and show the teacher how it should be done. While all of this discussion is going on, I really think what is happening to educators of all levels is that they are pulling the wagons in around and closing the public eye and they are acknowledging--yes this is a wonderful idea, and when I get around to it I'll involve you--but I'm doing it the way I want you to be involved. I think that is abominable, but that is where we are and I think that is a reality today. We are talking one thing and we are doing quite another.

The work aspects "establish a written philosophy for the school district" (23; 4.45), and "set clear goals for the school district (11; 4.60) were rated much lower in importance by superintendents than by the other three groups. In reaction to this result, one superintendent stated

> I had difficulty with that. Once again I was surprised that superintendents would rank them so low, particularly the setting of clear goals for the school district and the only thing that I can think that might have had an impact here in Nova Scotia is the long-term nature of most of the superintendents' employment. I guess in a sense it reflects the need for extensive and intensive professional development for superintendents. Most, because of the political nature of the board, are basically surviving on their wits and their experience and therefore the more involved you are with fire-fighting for survival the less inclined you are to worry about the development of a philosophy of education.

A second superintendent suggested

> If you are a person who is at the top as a manager, then you are simply going to want to maintain the status quo. If you are a leader, you are prepared to ask questions and shake these sorts of things up.

Perceptions of Assistant Superintendents

Assistant superintendents rated "delegate responsibilities to appropriate personnel" (4.84) as the work aspect most important to a superintendent's effectiveness (Table 5.6). "Set clear goals for the school district," and "employ highly qualified central office staff" ranked 2.5, with means of 4.66.

Assistant superintendents responded to the discrepancy in ratings of this aspect by superintendents in the interview. One stated that

> I'm surprised that establishing written policy would be so lowly ranked by superintendents. I would have guessed the superintendents would have ranked this much higher than twenty-third. I'm also surprised at setting clear goals. I can't imagine any superintendent who would ever go before his board or his community and say--look setting clear goals for this system for education is not in the top ten of my priorities.

Another assistant superintendent offered this explanation for these results:

> Maybe our superintendents tend to be too task-oriented as opposed to visionaries and educators. I think similarly to a question that was asked earlier about developing long-range plans. I think the superintendents are so busy working at individual tasks and problems that they often think that they don't have the time to get involved in writing philosophies etc., Whereas, once again the subordinates, all those under the leadership of the superintendent, need to know what those philosophical statements are. They need to know what those goals are so that they can make some rhyme or reason out of the tasks that they perform. Long-range planning sets you off in a direction. Those who

Table 5.6

Percentage Frequency Distributions of Responses of Assistant Superintendents About the Importance of Selected Work Aspects for the Superintendent's Effectiveness
(n= 32)

Work aspect	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Delegate responsibilities to appropriate personnel	0	0	0	16	84	4.84	1
Set clear goals for the school district	0	3	3	19	75	4.66	2.5
Employ highly qualified central office staff	0	0	0	34	66	4.66	2.5
Conduct long-range (3-5 years) planning	0	0	3	31	66	4.63	4
Promote trust between the schools and central office	0	0	0	44	56	4.56	5
Emphasize high standards of teaching performance	0	0	13	25	63	4.50	6.5
Assist the school board to function as a unified body	0	0	6	38	56	4.50	6.5
Employ high qualified teaching staff	0	3	7	29	61	4.48	8
Emphasize academic achievement	0	0	6	43	50	4.44	10
Promote harmony within the administrative staff	0	0	6	44	50	4.44	10
Promote trust between the school board and central office staff	0	3	3	41	53	4.44	10
Develop community support for the school district	0	0	9	41	50	4.41	13
Establish a written school philosophy for the school district	0	3	9	31	56	4.41	13
Promote professional growth of employees	0	0	9	41	50	4.41	13
Improve knowledge of school board members about educational practices	0	0	6	50	44	4.38	15
Increase commitment, dedication and loyalty of the school district's educators	0	0	9	47	44	4.34	16
Foster cohesiveness within central office staff	0	0	9	50	41	4.31	17
Use resources appropriately	0	0	9	53	38	4.28	18
Identify educational needs of the community	0	0	22	31	47	4.25	19.5
Provide feedback to employees	0	0	13	50	38	4.25	19.5
Cope with emergencies	0	0	19	41	41	4.22	21.5
Emphasize effective management	0	0	9	59	31	4.22	21.5
Establish an evaluation program for employees	0	0	16	50	34	4.19	23.5
Improve morale of employees	0	0	19	44	38	4.19	23.5
Clarify role expectations for employees	0	0	22	44	34	4.13	25.5
Increase job satisfaction of employees	0	0	22	44	34	4.13	25.5
Communicate with community groups	0	0	16	59	25	4.09	27.5
Direct staff efforts in reaching school district goals	0	3	13	56	28	4.09	27.5
Cope with conflict	0	3	22	44	31	4.03	29.5
Establish written administrative procedures	0	0	26	45	29	4.03	29.5
Cope with uncertainty	0	6	28	38	28	3.88	31
Provide an appropriate work environment	0	0	34	47	19	3.84	32
Involve the community in decision-making	0	3	47	41	9	3.56	33
Coordinate activities of various groups of employees	7	0	36	48	10	3.55	34

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

> work for the school board need to know what that direction is. The public needs to know what that direction is. The public theoretically needs to have as much input as possible. The superintendent is overwhelmed with so many tasks, particularly today, with the pressures that are on a school system. So I think it is somewhat understandable that they would have some difficulty with that, and I think it is somewhat understandable that those beneath them would see it as being more important.

In all, assistant superintendents rated seven work aspects as "highly important" (means between 4.50 and 5.00). "Conduct long-range (3-5 years) planning" (mean 4.63) ranked 4 and "promote trust between the schools and central office" (4.56) ranked 5. "Emphasize high standards of teaching performance," and "assist the school board to function as a unified body," ranked 6.5 with means of 4.50 to complete the list of work aspects rated "highly important." Four work aspects were rated by assistant superintendents with means below 4.00. They were "cope with uncertainty" (3.88), "provide an appropriate work environment" (3.84), "involve the community in decision-making" (3.56), and "coordinate activities of various employee groups" (3.55). Although these four work aspects were rated least important of the 34, assistant superintendents rated the aspects as "very important" (mean between 3.50 and 4.50).

"Involve the community in decision-making" was addressed in the interview process because of its low rating. One assistant superintendent suggested that this result might be easily understood:

> Everybody seems to pay a tremendous amount of lip service to involving the community and then, when you see in reality that people are talking about it but not really putting their money where their mouth is, it does come as a surprise. A rather pleasant surprise in a sense, in that it is extremely difficult, in my way of thinking, to easily incorporating the tremendous myriad of opinions that are coming at you from the public. Maybe that's why everybody says--I'm all for it--love to do it--but we don't know how to do it. It's low on the scale.

Another assistant superintendent was quite concerned with the apparent lack of interest in involving the community:

> I'm surprised by their extreme nature. I'm not surprised by the general direction. I put a big exclamation mark and said--not encouraging, recipe for disaster. . . . I think it's ludicrous to think that we can exist any longer without it. So the point is, the challenge is to structure it in such a way that it works to everyone's benefit and is not just --I've heard comments here--anyone can come and speak. Everybody wants to see what the board table can do but that's not the same thing in my mind as community involvement. What we are talking about is a new definition of what community involvement means.

Perceptions of Board Chairpersons

"Emphasize high standards of teaching performance" (4.59) was rated as the most important work aspect for superintendent's effectiveness by board chairpersons (Table 5.7). Five work aspects were rated in the "highly important" range by the board chairpersons. "Set clear goals for the school district," and "employ highly qualified teaching staff" were ranked 2.5 with means of 4.56. Ranked 5.5 were "emphasize effective management," "identify educational needs of the community," and "promote trust between the school board and the central office staff" with means of 4.50.

One board chairperson reacted to the superintendents' rating of "set clear goals for the school district" with these comments:

> I think in a lot of ways the superintendents sense that they have their own goals and they don't realize that they have to verbalize them. I think sometimes a superintendent is almost afraid to define a goal because heaven only knows what's going to come in the mail tomorrow that may alter that goal. That is unfortunate. I think that means that they aren't being general enough in their goals; not getting big enough in their goals. I think that they honestly spend too much of their time reacting to what has just come down from the board or the Department of Education.

The five work aspects rated as least important of the 34 presented in the questionnaire were "clarify role expectations of all employees" (4.00), "establish an evaluation program for all employees" (4.00), "involve the community in decision-making" (3.94), "increase job satisfaction of employees" (3.88), and "coordinate activities of various employee groups" (3.75). It should be noted that board chairpersons rated all work aspects on the questionnaire as either "highly important" or "very important."

Table 5.7

Percentage Frequency Distributions of Responses of Board Chairpersons About the Importance of Selected Work Aspects for the Superintendent's Effectiveness
(n= 17)

Work aspect	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Emphasize high standards of teaching performance	0	0	6	29	65	4.59	1
Employ high qualified teaching staff	0	0	6	31	63	4.56	2.5
Set clear goals for the school district	0	0	6	31	63	4.56	2.5
Emphasize effective management	0	0	0	50	50	4.50	5.5
Identify educational needs of the community	0	0	6	38	56	4.50	5.5
Promote trust between the school board and central office staff	0	0	13	25	63	4.50	5.5
Establish a written school philosophy for the school district	0	0	6	38	56	4.50	5.5
Delegate responsibilities to appropriate personnel	0	0	13	27	60	4.47	8
Develop community support for the school district	0	6	6	25	63	4.44	10
Employ highly qualified central office staff	6	0	0	31	63	4.44	10
Promote harmony within the administrative staff	0	0	6	44	50	4.44	10
Cope with emergencies	0	0	6	50	44	4.38	13.5
Direct staff efforts in reaching school district goals	0	0	19	25	56	4.38	13.5
Emphasize academic achievement	0	0	0	63	37	4.38	13.5
Use resources appropriately	0	0	12	38	50	4.38	13.5
Promote trust between the schools and central office	0	0	6	53	41	4.35	16
Conduct long-range (3-5 years) planning	0	0	12	44	44	4.31	18.5
Cope with conflict	0	0	6	56	38	4.31	18.5
Establish written administrative procedures	0	0	12	44	44	4.31	18.5
Improve knowledge of school board members about educational practices	0	0	12	44	44	4.31	18.5
Increase commitment, dedication and loyalty of the school district's educators	0	0	12	47	41	4.29	21.5
Promote professional growth of employees	0	6	6	41	47	4.29	21.5
Assist the school board to function as a unified body	0	0	19	38	44	4.25	23.5
Provide feedback to employees	0	0	6	63	31	4.25	23.5
Foster cohesiveness within central office staff	0	0	19	44	38	4.19	25
Cope with uncertainty	0	0	13	63	25	4.13	26.5
Provide an appropriate work environment	0	0	13	63	25	4.13	26.5
Improve morale of employees	0	0	18	53	29	4.12	28
Communicate with community groups	0	0	6	81	13	4.06	29
Clarify role expectations for employees	0	6	12	59	23	4.00	30.5
Establish an evaluation program for employees	0	6	18	47	29	4.00	30.5
Involve the community in decision-making	0	0	19	69	13	3.94	32
Increase job satisfaction of employees	0	6	18	59	18	3.88	33
Coordinate activities of various groups of employees	0	0	31	63	6	3.75	34

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Perceptions of Department of Education Personnel

The work aspect rated highest by Department of Education personnel was "set clear goals for the school district" (4.92). This work aspect, as well as seven others, was rated as "highly important" by Department of Education personnel (Table 5.8). "Establish a written school philosophy for the district" (4.83) ranked 2, and "employ highly qualified central office staff" (4.67) ranked 3. Ranked 4.5 were "emphasize high standards of teaching performance" (4.58), and "conduct long-range (3-5 years) planning" (4.58). Completing the list of work aspects rated as "highly important" by Department of Education personnel were "delegate responsibilities to appropriate personnel," "emphasize effective management," and "promote trust between schools and central office" (rank 7; means 4.50).

The concept of effective management was rated higher by Department of Education personnel and by board chairpersons. One Department of Education representative suggested that

> I think assistant superintendents and superintendents naturally think education first; management kind of things, dollars and cents kinds of things, second. Department of Education personnel, certainly in my case, have a real feel for dollars and how to stretch dollars and the importance of good management kinds of things. Board chairpersons are continuously being beat up in terms of demands for more services -- "Our revenues are sinking--we've got to go out to our municipal units to see if we can get some more money. We've got to go out to the Department of Education to see if we can get more money." So there is more of an emphasis on management and money at the Department of Education and board levels than there might be with assistant superintendents and superintendents.

The four work aspects rated as the least important of the 34 by Department of Education personnel were "clarify role expectations of all employees" (32; 3.67), "involve the community in decision-making" (32; 3.67), "communicate with community groups" (32; 3.67), and "coordinate activities of various employee groups" (34; 3.58).

Table 5.8

Percentage Frequency Distributions of Responses of Department of Education Personnel About the Importance of Selected Work Aspects for the Superintendent's Effectiveness
(n= 12)

Work aspect	Importance						
			%f				
	1	2	3	4	5	Mean	Rank
Set clear goals for the school district	0	0	0	8	92	4.92	1
Establish a written school philosophy for the school district	0	0	0	17	83	4.83	2
Employ highly qualified central office staff	0	0	0	33	67	4.67	3
Emphasize high standards of teaching performance	0	0	8	25	67	4.58	4.5
Conduct long-range (3-5 years) planning	0	0	0	42	58	4.58	4.5
Delegate responsibilities to appropriate personnel	0	0	0	50	50	4.50	7
Emphasize effective management	0	0	0	50	50	4.50	7
Promote trust between the schools and central office	0	0	17	17	67	4.50	7
Assist the school board to function as a unified body	0	0	0	58	42	4.42	9
Foster cohesiveness within central office staff	0	0	0	67	33	4.33	11
Promote harmony within the administrative staff	0	0	8	50	42	4.33	11
Promote trust between the school board and central office staff	0	0	8	50	42	4.33	11
Develop community support for the school district	0	0	17	42	42	4.25	15.5
Direct staff efforts in reaching school district goals	0	0	8	58	33	4.25	15.5
Emphasize academic achievement	0	0	17	42	42	4.25	15.5
Employ high qualified teaching staff	0	0	8	58	33	4.25	15.5
Promote professional growth of employees	0	0	8	58	33	4.25	15.5
Use resources appropriately	0	0	8	58	33	4.25	15.5
Provide feedback to employees	0	8	8	42	42	4.17	19
Cope with conflict	0	0	25	42	33	4.08	21
Improve knowledge of school board members about educational practices	0	0	17	58	25	4.08	21
Increase commitment, dedication and loyalty of the school district's educators	0	0	25	42	33	4.08	21
Cope with emergencies	0	0	25	50	25	4.00	23.5
Improve morale of employees	0	0	25	50	25	4.00	23.5
Establish written administrative procedures	0	0	33	42	25	3.92	25.5
Provide an appropriate work environment	0	0	25	58	17	3.92	25.5
Cope with uncertainty	0	0	33	50	17	3.83	28
Establish an evaluation program for employees	0	0	25	67	8	3.83	28
Identify educational needs of the community	0	0	25	67	8	3.83	28
Increase job satisfaction of employees	0	8	17	67	8	3.75	30
Clarify role expectations for employees	0	8	25	58	8	3.67	32
Communicate with community groups	0	0	33	67	0	3.67	32
Involve the community in decision-making	0	0	42	50	8	3.67	32
Coordinate activities of various groups of employees	0	8	33	50	8	3.58	34

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

All work aspects were rated as either "highly important" or "very important" by Department of Education personnel.

Research Question 6

> "What association exists between selected demographic variables and the perceptions of superintendents about their effectiveness with selected work aspects?"

The five demographic variables chosen were: size of the school district, number of years the superintendent had been in the present position, age of the superintendent, the superintendent's number of years of post-secondary education, and total number of years of experience as a superintendent. The superintendent population was divided into approximately equal groups for each variable. A difference of 0.4 between the means for various groups was arbitrarily defined as an indication of a substantial difference.

Size of the district. Table 5.9 shows the substantial differences between effectiveness ratings for selected work aspects of the superintendent in relation to the size of the district. The method of measuring district size was the number of schools within the district. Superintendent responses showed substantial differences for 22 of the 34 work aspects surveyed when classified by size of district. Superintendents with fewer than 20 schools in their district rated all 22 aspects substantially higher than did superintendents from larger districts. Superintendents from smaller districts rated two aspects as "highly important"; "employ highly qualified central office staff" (smaller districts, 4.78; larger districts, 4.10), and "delegate responsibilities to appropriate personnel" (smaller, 4.56; larger, 4.10). The two aspects rated as least important of the 22 were "identify educational needs of the community" (smaller, 3.78; larger, 3.10), and "increase job satisfaction of employees" (smaller, 3.78; larger, 3.30). The work aspects showing the greatest substantial difference based on size of the district were

Table 5.9

Means of Responses of Superintendents About Their Effectiveness With Selected Work Aspects, Classified by Size of the District
(n=19)

Work aspects	Number of schools	
	fewer than 20	20 or more
	Mean (n=9)	Mean (n=10)
Employ highly qualified central office staff	**4.78**	4.10
Delegate responsibilities to appropriate personnel	**4.56**	4.10
Set clear goals for the school district	**4.44**	3.80
Cope with emergencies	**4.44**	4.00
Foster cohesiveness within central office staff	**4.44**	3.80
Use resources appropriately	**4.44**	3.80
Direct staff efforts in reaching school district goals	**4.44**	3.60
Conduct long-range (3-5 years) planning	**4.38**	3.40
Improve knowledge of school board members about education practices	**4.33**	3.40
Communicate with community groups	**4.22**	3.30
Promote trust between the school board and central office staff	**4.11**	3.70
Emphasize academic achievement	**4.11**	3.70
Clarify role expectations for all employees	**4.11**	3.30
Provide an appropriate work environment	**4.11**	3.40
Develop community support for the school district	**4.00**	3.30
Assist the school board to function as a unified body	**4.00**	3.10
Coordinate activities of various groups of employees	**4.00**	3.30
Establish a written philosophy for the school district	**4.00**	3.60
Involve the public in decision-making	**3.89**	3.10
Establish written administrative procedures	**3.86**	3.10
Identify educational needs of the community	**3.78**	3.10
Increase job satisfaction of employees	**3.78**	3.30

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not effective; 2 = Slightly effective; 3 = Moderately effective; 4 = Very effective; 5 = Highly effective.

"conduct long-range (3-5 years) planning" (smaller, 4.38; larger, 3.40), "improve knowledge of school board members about educational practices" (smaller, 4.33; larger, 3.40), "communicate with community groups" (smaller districts, 4.22; larger districts, 3.30), and "assist the board to function as a unified body" (smaller districts, 4.00; larger districts, 3.10).

Years in present position. The superintendent population was divided into two groups; one with fewer than five years in their present position, and a second with five or more. Table 5.10 shows the means for the two groups. Of the 34 work aspects surveyed, nine showed substantial differences in relation to the superintendents' number of years in the present position. The ratings of work aspects in this category by superintendents with five or more years in their present position were substantially higher than were those by superintendents with less tenure. "Employ highly qualified central office staff" ranked first for each group, with superintendents with five or more years experience rating it higher (5 or more years, 4.33; less than 5 years, 3.63). The two facets showing the next highest ratings were "direct staff efforts in reaching school district goals" (4.17; 3.63), and "conduct long-range (3-5 years) planning" (4.17; 3.29). The two facets showing the largest difference were "conduct long-range (3-5 years) planning" (4.17; 3.29), and "employ highly qualified central office staff" (4.33; 3.63). The work aspects rated least important to superintendent effectiveness in this category were "assist the board to function as a unified body" (3.67; 3.25), and "increase job satisfaction of employees" (3.67; 3.25).

Age of the superintendent. The superintendent population was divided into two groups; one group made up of superintendents younger than 50 years of age, and a second of those 50 years of age or older. Table 5.11 shows the means for the two groups. Of the 34 work aspects surveyed, five showed substantial differences in relation to the superintendent's age.

Table 5.10

Means of Responses of Superintendents About Their Effectiveness With Selected Work Aspects, Classified by Years in Present Position
(n=20)

Work aspects	Years in present position	
	fewer than 5	5 or more
	Mean (n=8)	Mean (n=12)
Employ highly qualified teaching staff	3.63	**4.33**
Direct staff efforts in reaching school district goals	3.63	**4.17**
Conduct long-range (3-5 years) planning	3.29	**4.17**
Establish a written philosophy for the school district	3.50	**3.92**
Communicate with community groups	3.38	**3.92**
Emphasize high standards of teaching performance	3.38	**3.92**
Increase commitment, dedication and loyalty of the school district's educators	3.38	**3.84**
Assist the school board to function as a unified body	3.25	**3.67**
Increase job satisfaction of employees	3.25	**3.67**

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not effective; 2 = Slightly effective; 3 = Moderately effective; 4 = Very effective; 5 = Highly effective

Table 5.11

Means of Responses of Superintendents About Their Effectiveness
With Selected Work Aspects, Classified by Age
(n=20)

Work aspects	Age	
	younger than 50	50 or older
	Mean (n=8)	Mean (n=12)
Promote trust between the school board and central office staff	**4.38**	3.92
Emphasize academic achievement	**4.25**	3.67
Emphasize high standards of teaching performance	**4.00**	3.50
Increase commitment, dedication and loyalty of the school district's educators	**4.00**	3.42
Coordinate activities of various groups of employees	**4.00**	3.36

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not effective; 2 = Slightly effective; 3 = Moderately effective; 4 = Very effective; 5 = Highly effective

Superintendents younger than 50 years of age rated all five of these work aspects higher than did the older superintendents. The work aspect rated highest in this category by superintendents younger than 50 years of age was "promote trust between the school board and central office staff" (younger than 50, 4.38; 50 or older, 3.92). The facet showing the greatest difference was "coordinate activities of various groups of employees" (4.00; 3.36).

Years of post-secondary education. The superintendent population was divided into two groups; one group of superintendents with fewer than seven years of post-secondary education, and a second with seven or more years of post-secondary education. Table 5.12 shows the means for the two groups. Of the 34 work aspects surveyed, four aspects showed substantial differences in relation to the superintendent's years of post-secondary education. Superintendents with fewer than seven years of post-secondary education rated "employ highly qualified central office staff" (less than 7, 4.30; 7 or more, 3.80), and "increase commitment, dedication, and loyalty of the school district's educators" (3.90; 3.40) substantially higher, whereas superintendents with more formal education rated "set clear goals for the school district" (4.40; 4.80), and "establish a written philosophy for the school district" (3.50; 4.00) higher.

Total years experience as a superintendent. The superintendent population was divided into two groups; one group of superintendents with fewer than 10 years of experience as a superintendent, and a second with 10 or more years of experience as a superintendent. Table 5.13 shows the means for the two groups. Of the 34 work aspects surveyed, seven showed substantial differences in relation to the superintendents' years of experience as a superintendent. Of the seven work aspects identified as having substantial differences based on total years of experience, superintendents with fewer than 10 years experience rated the level of importance higher on all, save one. "Increase job satisfaction for employees" (fewer than 10 years, 3.75; 10 years or more, 4.42) was rated substantially

Table 5.12

Means of Responses of Superintendents About Their Effectiveness With Selected Work Aspects, Classified by Years of Post-Secondary Education
(n=20)

Work aspects	Years of post-secondary education	
	fewer than 7	7 or more
	Mean (n=10)	Mean (n=10)
Set clear goals for the school district	4.40	**4.80**
Employ highly qualified teaching staff	**4.30**	3.80
Increase commitment, dedication and loyalty of the school district's educators	**3.90**	3.40
Establish a written philosophy for the school district	3.50	**4.00**

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; 5 = Highly satisfied

Table 5.13

Means of Responses of Superintendents About Their Effectiveness With Selected Work Aspects, Classified by Total Years Experience
(n=20)

Facets	Total years experience	
	fewer than 10	10 or more
	Mean (n=10)	Mean (n=10)
Cope with emergencies	**4.50**	4.00
Promote trust between the school board and central office staff	**4.25**	3.75
Improve knowledge of school board members about education practices	**4.13**	3.67
Develop community support for the school district	**4.00**	3.42
Provide an appropriate work environment	**4.00**	3.59
Improve morale of employees	**3.88**	3.42
Increase job satisfaction of employees	3.75	**4.42**

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; 5 = Highly satisfied higher by superintendents with 10 or more years experience. This work aspect was rated least important of this category by superintendents with less than 10 years experience and most important by superintendents with more experience. The work aspect rated most important for superintendents with less experience was "cope with emergencies" (4.50; 4.00). The work aspect showing the greatest differential between groups was "increase job satisfaction for employees" (3.75; 4.42).

Research Question 7

> "What are the superintendents' perceptions of the level of importance of specific work aspects, and how do these perceptions relate to their effectiveness with these aspects?"

The data representing the level of effectiveness of individual work aspects of the superintendents are shown in Tables 5.14 . The 34 work aspects presented to superintendents were rated according to superintendents' perceptions of their effectiveness on individual work aspects and are presented in rank according to their mean.
The superintendents saw all 34 work aspects as contributing to their effectiveness, and rated all but four (moderately effective) as "very effective", while rating all 34 work aspects either "very important" (14 of 34) or "highly important" (20 of 34). The correlation between the superintendents' ranks for importance and their ranks for effectiveness was arbitrarily designated as moderate (.432), based on using the Kendall correlation coefficients. The individual work aspects could be generally grouped into five categories: student performance, staff performance, community (public) satisfaction, board performance (satisfaction) and other performance indicators.

Student performance. The one work aspect directly related to student performance, "emphasize academic achievement" was rated by superintendents as "highly important" (4.50), and superintendents perceived themselves as being "very effective"

Table 5.14

Percentage Frequency Distributions of Responses of Superintendents About Their Effectiveness in Selected Aspects of Their Work
(n= 20)

Work aspect	Effectiveness						
	%f 1	2	3	4	5	Mean	Rank
Employ highly qualified central office staff	0	0	5	45	50	4.45	1
Delegate responsibilities to appropriate personnel	0	0	15	40	45	4.30	2
Cope with emergencies	0	0	15	50	35	4.20	3
Set clear goals for the school district	0	0	20	45	35	4.15	4
Foster cohesiveness within central office staff	0	0	15	60	25	4.10	5.5
Promote trust between the schools and central office	0	0	25	40	35	4.10	5.5
Cope with uncertainty	0	0	21	53	26	4.05	8
Employ highly qualified teaching staff	0	0	20	55	25	4.05	8
Use resources appropriately	0	0	25	45	30	4.05	8
Promote harmony within the administrative staff	0	0	20	60	20	4.00	10
Cope with conflict	0	0	30	45	25	3.95	12.5
Direct staff efforts in reaching school district goals	0	0	25	55	20	3.95	12.5
Emphasize effective management	0	0	25	55	20	3.95	12.5
Promote trust between the school board and central office staff	0	0	25	55	20	3.95	12.5
Emphasize academic achievement	0	0	30	50	20	3.90	15
Improve knowledge of school board members about education practices	0	0	35	45	20	3.85	16
Promote professional growth for all employees	0	0	25	70	5	3.80	17
Conduct long-range (3-5 years) planning	5	0	40	30	25	3.70	18
Establish a written philosophy for the school district	0	0	40	45	15	3.75	19.5
Provide an appropriate work environment	0	0	35	55	10	3.75	19.5
Communicate with community groups	0	10	30	40	20	3.70	21.5
Emphasize high standards of teaching performance	0	0	40	50	10	3.70	21.5
Increase commitment, dedication and loyalty of the school district's educators	5	0	35	45	15	3.65	24.5
Clarify role expectations for all employees	0	5	35	50	10	3.65	24.5
Develop community support for the school district	0	5	35	50	10	3.65	24.5
Establish an evaluation program for all employees	0	5	45	30	20	3.65	24.5
Coordinate activities of various groups of employees	0	0	42	53	5	3.63	27
Improve morale of employees	0	5	40	45	10	3.60	28
Assist the school board to function as a unified body	0	15	35	35	15	3.50	29.5
Increase job satisfaction of employees	0	5	45	45	5	3.50	29.5
Involve the public in decision-making	0	15	40	30	15	3.45	31
Establish written administrative procedures	0	5	53	37	5	3.42	32
Identify educational needs of the community	0	10	50	30	10	3.40	33.5
Provide feedback to all employees	0	10	45	40	5	3.40	33.5

Note: The scale was as follows: 1 = Not effective; 2 = Slightly effective; 3 = Moderately effective; 4 = Very effective; and 5 = Highly effective.

(3.90) in carrying out this work aspect. In spite of these ratings, this aspect ranked 18.5 in importance and 15 in superintendent's effectiveness.

Staff functions. The work aspect rated the most important for this category, as shown in Table 5.15, was "promote trust between the schools and central office" (4.5; 4.70), with an effectiveness ranking of 12.5 (3.95). Equal second in importance were "emphasize high standards of teaching performance," "promote harmony within administrative staff," and "promote professional growth for all employees" (8; 4.65). The least important work aspect, "establish written administrative procedures," ranked 34 in importance with a mean of 3.95 (effectiveness 32; 3.42). Two work aspects ranked 14.5, "foster cohesiveness within central office staff," and "increase commitment, dedication, and loyalty of the school district's educators" (4.55). All nine work aspects were rated either "highly important" or "very important," with effectiveness ratings ranging from "moderately effective" to "highly effective."

District functions. Of the 12 work aspects representing this category as shown in Table 5.16, "employ highly qualified central office staff" (4.85) was rated the most important and the aspect in which superintendents felt most effective (4.45). "Employ highly qualified teaching staff" (4.80) ranked 2.5 in importance and ranked 8 (4.05) in superintendent effectiveness. "Promote trust between the school board and central office staff" (rank 2.5; mean 4.80) was rated lower in effectiveness (12.5; 3.95). Several work aspects were rated low in ranking for importance; "establish an evaluation program for all employees" (importance: 28.5, 4.35; effectiveness; 24.5, 3.65), "direct staff efforts in reaching school district goals" (importance: 30, 4.30; effectiveness: 12.5, 3.95), and "provide feedback to all employees" (importance: 31, 4.15; effectiveness: 33.5, 3.40).

Community functions. Of the four work aspects representing this category, as shown in Table 5.17, "develop community support for the school district" (rank 4.5, mean

Table 5.15

Means and Ranks of Means of Superintendent Responses About (a) the Importance of Selected Work Aspects Related to Staff Functions and (b) Their Effectiveness in Performing These Aspects (n=20)

Work aspect	Importance		Effectiveness	
	Mean	Rank	Mean	Rank
Promote trust between the schools and central office	4.70	4.5	4.10	5.5
Promote harmony within the administrative staff	4.65	8	4.00	10
Promote professional growth for all employees	4.65	8	3.80	18
Emphasize high standards of teaching performance	4.65	8	3.70	21.5
Increase commitment, dedication and loyalty of the school district's educators	4.55	14.5	3.65	24.5
Foster cohesiveness within central office staff	4.55	14.5	4.10	5.5
Improve morale of employees	4.45	23	3.60	28
Increase job satisfaction of employees	4.40	26	3.50	29.5
Direct staff efforts in reaching school district goals	4.30	30	3.95	12.5
Establish written administrative procedures	3.95	34	3.42	32

Table 5.16

Means and Ranks of Means of Superintendent Responses About (a) the Importance of Selected Work Aspects Related to District Functions and (b) Their Effectiveness in Performing These Aspects (n=20)

Work aspect	Importance		Effectiveness	
	Mean	Rank	Mean	Rank
Employ highly qualified central office staff	4.85	1	4.45	1
Employ highly qualified teaching staff	4.80	2.5	4.05	8
Promote trust between the school board and central office staff	4.80	2.5	3.95	12.5
Assist the school board to function as a unified body	4.65	8	3.50	29.5
Set clear goals for the school district	4.60	11.5	4.15	4
Conduct long-range (3-5 years) planning	4.60	11.5	3.70	17
Provide an appropriate work environment	4.40	26	3.75	19.5
Establish a written philosophy for the school district	4.45	23	3.75	19.5
Improve knowledge of school board members about educational practices	4.45	23	3.85	16
Clarify role expectations for all employees	4.40	26	3.65	24.5
Establish an evaluation program for all employees	4.35	28.5	3.65	24.5
Provide feedback to all employees	4.15	31	3.40	33.5

Table 5.17

Means and Ranks of Means of Superintendent Responses About (a) the Importance of Selected Work Aspects Related to Community Functions and (b) Their Effectiveness in Performing These Aspects (n=20)

Work aspect	Importance		Effectiveness	
	Mean	Rank	Mean	Rank
Develop community support for the school district	4.70	4.5	3.65	24.5
Identify educational needs of the community	4.55	14.5	3.40	33.5
Communicate with community groups	4.35	28.5	3.70	21.5
Involve the public in decision-making	4.10	32	3.45	31

4.70) was rated as the most important. However superintendents' perception of their effectiveness with this work aspect was much lower (24.5, 3.65). The aspect rated second in importance, "identify educational needs of the community" (14.5, 4.55), was also rated lower in effectiveness (33.5, 3.40). The final two work aspects in this category were rated low in both importance and effectiveness; "communicate with community groups" (importance, rank 28.5; mean 4.35; effectiveness: 21.5, 3.70), and "involve the public in decision-making" (importance: 32, 4.10; effectiveness: 31, 3.45).

Other functions. A variety of indicators of performance other than those already mentioned are presented in Table 5.18. This category is represented by seven work aspects, five rated as "highly important" and two as "very important."
"Delegate responsibilities to appropriate personnel" ranked 8 in importance (4.65) and 2 in effectiveness (4.30). "Cope with emergencies" was rated the next most important work aspect in this category (14.5, 4.55) and superintendents rated their effectiveness (3, 4.20) much higher. The work aspect rated as the least important in this category was "coordinate activities of various groups of employees" (33, 4.05). The effectiveness of superintendents in this aspect was also rated low (27, 3.63).

Summary and Discussion

Organizational effectiveness and leadership effectiveness are complex and evolving constructs. Researchers (e.g., Campbell, 1977; Hoy & Ferguson, 1985; Mott, 1972; Steers, 1972) have reported on the multidimensional nature of organizational effectiveness, and contingency theory proponents (e.g., Fiedler, 1972; Hersey & Blanchard, 1988; Vroom & Jago, 1988) have indicated the situational nature of effective leadership. The focus of this study was to investigate the diverse nature of effectiveness as it relates to the superintendency and to assess the importance of specific aspects of the superintendent's work from the perspectives of various strategic constituents. Cameron and Whetten (1983)

Table 5.18

Means and Ranks of Means of Superintendent Responses About (a) the Importance of Selected Work Aspects Related to Other Functions and (b) Their Effectiveness in Performing These Aspects (n=20)

Work aspect	Importance		Effectiveness	
	Mean	Rank	Mean	Rank
Delegate responsibilities to appropriate personnel	4.65	8	4.30	2
Cope with emergencies	4.55	14.5	4.20	3
Use resources appropriately	4.50	18.5	4.05	8
Cope with conflict	4.50	18.5	3.95	12.5
Emphasize effective management	4.50	18.5	3.95	12.5
Cope with uncertainty	4.47	21	4.05	8
Coordinate activities of various groups of employees	4.05	33	3.63	27

suggested that "no single symbol, model, or metaphor can capture the complexity of organizations, so a variety of different ones are required" (p. 6). The 34 aspects selected in this Nova Scotia study were chosen with the intention of reflecting the complexity referred to by Cameron and Whetten, with respect to the superintendent's position and the district organization.

The four groups rated the importance of the 34 work aspects for superintendent effectiveness quite consistently. The range of means showed only one aspect with a substantial difference--"identify educational needs of the community." For this aspect the ranks were as follows: superintendents, 14.5; assistant superintendents, 19.5; board chairpersons, 5.5; Department of Education personnel, 28. This suggests a need for further investigation. "Involve the public in decision-making" was rated consistently low in importance (ranks of 32, 33, 32, 32) by all four groups; this low ranking raised significant concern in the interviews. Representatives from all four groups saw this as not representative of the public's perception. Respondents expressed both surprise and disappointment with these results, and were concerned that the educational organization may be intimidated by the thought of involving the community in the decision-making process. In light of the overwhelming negative reaction to this finding by the participants in the interview process, this area should be addressed in future research.

All superintendents in this study regarded themselves as generally effective, with the majority rating themselves as "very effective" (78.6%). Superintendents rated work aspects related to board performance as the most important for their effectiveness (e.g., hiring qualified staff, promoting trust between the board and its employees, and developing community support). The areas perceived to be least important were involving the public in decision-making, coordinating activities of various groups, and establishing written administrative procedures. Of the 34 work aspects rated, all but one had a mean above 4.00, with 20 of the 34 receiving a rating of "highly important."

In the interviews, Nova Scotia superintendents identified the factors which most inhibited their effectiveness as the political nature of boards, lack of adequate finances, lack of professional development opportunities, insufficient time to carry out duties, lack of expertise, and legal constraints. Three of these constraints were identified by Genge (1991) in his study of effective superintendents in Alberta. He concluded that "the major constraints upon superintendent effectiveness were related to system politics, time, finances, and an oversized agenda" (p. 272). Factors identified for the improvement of superintendent effectiveness in the interviews were professional development, a superintendent support network, and increased mobility for superintendents.

Superintendents' ratings of their effectiveness were substantially lower than their importance ratings for selected work aspects; however, the rankings of the effectiveness and importance of these concepts had a moderately high correlation (0.553). Superintendents perceived themselves as least effective in providing feedback to their employees, identifying educational needs of the community, and establishing written administrative procedures. In effectiveness ratings, 19 of 34 work aspects had a mean average below 4.00. Superintendents generally rated themselves most effective in hiring highly qualified staff, delegating responsibilities to appropriate personnel, and coping with emergencies. Their rankings of effectiveness with community-related aspects were low (ranks of 21.5, 24.5, 31, 33.5). With the exception of hiring qualified staff and setting clear goals, superintendents generally rated their effectiveness with board performance aspects low (ranks of 12.5 to 33.5).

Assistant superintendents' rankings of importance for selected work aspects for superintendent's effectiveness showed, with a few exceptions, a high correlation with the rankings of the superintendents (Kendall correlation coefficient 0.641). "Delegate responsibility to appropriate personnel" was rated most important by assistant superintendents. "Set clear goals for the school district" was also rated highly (2.5).

Long-range planning was rated substantially higher in importance by assistant superintendents than by superintendents (4 vs. 11.5), but the means were virtually identical (4.63 vs. 4.60). Although the ranks for planning were not among the highest, the numerical data and the interview responses were consistent with Genge's (1991) findings of effective superintendents in Alberta, which suggested that effective superintendents tended to be future-oriented and to emphasize planning. The mean range for assistant superintendents' responses (4.84 to 3.55) was very similar to the range for superintendents' responses (4.85 to 3.95), with only four work aspects having mean importance ratings below 4.00. This consistent rating of work aspects as "very important" by the constituent groups substantiates the perception that superintendents should be "all things to all people."

The most significant findings of the board chairpersons' perception of importance of selected work aspects for superintendent effectiveness were the discrepancies between their ratings and those of the superintendents. The correlation of the superintendents' and board chairpersons' ratings was "moderate" (Kendall correlation coefficient 0.485), with substantial differences being obtained for means for setting clear goals and emphasizing effective management. These discrepancies in ratings caused concern for board chairpersons in the interviews. Generally, board chairpersons rated all 34 work aspects as "very important" or "highly important" with only three aspects having a mean below 4.00.

The importance ratings of Department of Education personnel correlated highly with the ratings of assistant superintendents' responses (0.692), and moderately with the responses of board chairpersons and superintendents (Kendall correlation coefficients of 0.587 and 0.509). The differences between Department of Education personnel and superintendent ratings which did surface were quite similar to those differences identified between board chairpersons and superintendents. "Set clear goals," "establish a written philosophy," and "conduct long-range planning" all showed substantially higher ratings for

Department of Education personnel than for superintendents. "Emphasize effective management" was also ranked substantially higher by Department of Education personnel and board chairpersons than by superintendents and assistant superintendents. Those work aspects rated least important by this group correlated positively with the rankings of the other three groups. The mean range of Department of Education personnel responses (3.58 to 4.92) was consistent with those of the other groups, with nine work aspects having a mean below 4.00.

The findings of the constituent groups about the importance of specific work aspects for superintendents' effectiveness support Sclafani's (1989) findings in a similar American study. She concluded that "the results indicate that the issues of the role of the superintendent and of effectiveness in the superintendency cannot be viewed as single issues or separate from the issue of the context of the district" (p. 5).

Superintendents from smaller districts generally rated their effectiveness higher than did superintendents from larger districts. Of the 34 work aspects, superintendents from smaller districts (fewer than 20 schools) rated 22 substantially higher than did superintendents from larger districts (20 or more schools). This finding may reflect the different approach taken by superintendents to day-to-day tasks as earlier reported. Allison (1991) reported that Ontario CEOs' work environment varied in relation to the size of their districts. He reported that "a number of size-related differences in both the nature of the work and the emphasis placed on particular tasks and relationships were noted" (p. 38). Superintendents who have been longer in their present position rated their effectiveness substantially higher than did superintendents with fewer than five years with their current district. Younger superintendents generally rated their effectiveness higher than did superintendents 50 years of age or older. Superintendents with seven or more years of post-secondary education rated "goal setting" and "developing a written philosophy" substantially higher than did superintendents with less formal education. These findings contradict the reported findings of Sclafani (1989) that "organizational and personal planning and time management, analysis and development of district policies . . . were considered less important by superintendents with Ph. D.s or Ed. D.s" (p. 11). Superintendents with less formal education rated employing qualified staff and increasing commitment of staff higher than their counterparts. Superintendents with fewer years of experience rated their effectiveness higher than did superintendents with 10 or more years experience.

Chapter 6

SOURCES OF INFLUENCE OF SUPERINTENDENTS

Introduction

This chapter presents the findings related to Research Questions 8, 9, 10 and 11, including the means and ranks of the means of group responses for questionnaire items. Information from the interviews is integrated with the numerical data. Some verbatim quotations are included to elaborate the points discussed. At the end of the chapter, the results are summarized, discussed, and related to the literature.

Table 6.1 and Table 6.2 present means and ranks of means for the items on the questionnaire for each constituent group. In these tables the sources of influence are arranged in descending order based on the responses of the superintendents.

Research Question 8

> "What are the superintendents' perceptions of their overall level of influence?"

Superintendents were requested to rate their overall level of influence on the questionnaire. Generally, superintendents rated themselves as being influential, with 15.8% choosing "moderately influential," 63.2% "very influential," and 21.1% "highly influential." The mean response for the superintendent population of Nova Scotia was 4.20. Table 6.1 shows the distribution of the superintendents' responses.

Research Question 9

> "To what extent do superintendents, assistant superintendents, board chairpersons, and Department of Education personnel agree on the importance of selected sources of influence as contributing to the superintendent's overall level of influence?"

The responses of the constituent groups were analyzed using the Kendall correlation coefficients to determine the extent to which associations existed among the

Table 6.1

Means of Responses from Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Importance of Selected Sources of Influence of Superintendents

Source of influence	Means			
	Supt. (n=20)	Asst. (n=32)	Board (n=17)	Dept. (n=12)
Superintendent's willingness to recognize efforts and achievements of others	4.65	4.48	4.71	4.33
Superintendent's delegation of authority	4.60	4.68	4.35	4.17
Superintendent's use of techniques to encourage others to meet school district standards of performance	4.40	4.32	4.53	4.33
Superintendent's overall experience in education	4.40	4.26	4.35	**3.75**
Superintendent's ability to innovate	4.40	4.45	4.53	4.17
Superintendent's personal characteristics	4.35	4.56	4.47	4.17
Superintendent's knowledge about education	4.35	4.74	4.88	4.25
Superintendent's relationship with the school board as a corporate body	4.35	4.40	4.53	4.67
Superintendent's expertise as an administrator	4.25	4.39	4.53	4.42
Superintendent's relationships with individual school board members	4.00	3.58	3.65	3.58
Superintendent's overall experience outside education	3.85	2.87	3.77	3.00
Authority of the school superintendent's position	**3.42**	4.10	4.35	4.42

Notes: Bold type indicates a substantial difference arbitrarily defined as 0.4 between the mean in bold type and all others.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

Table 6.2

Ranks of Means of Responses from Superintendents, Assistant Superintendents, Board Chairpersons, and Department of Education Personnel About the Importance of Selected Sources of Influence of Superintendents

Source of influence	Ranks of means			
	Supt. (n=20)	Asst. (n=32)	Board (n=17)	Dept. (n=12)
Superintendent's willingness to recognize efforts and achievements of others	1	4	2	4.5
Superintendent's delegation of authority	2	2	9	8
Superintendent's use of techniques to encourage others to meet school district standards of performance	4	8	4.5	4.5
Superintendent's overall experience in education	**4**	9	9	10
Superintendent's ability to innovate	4	5	4.5	8
Superintendent's personal characteristics	7	3	7	8
Superintendent's knowledge about education	7	1	1	6
Superintendent's relationship with the school board as a corporate body	7	6	4.5	1
Superintendent's expertise as an administrator	9	7	4.5	2.5
Superintendent's relationships with individual school board members	10	11	12	11
Superintendent's overall experience outside education	11	12	11	12
Authority of the school superintendent's position	12	10	9	**2.5**

Notes: Bold type indicates the rank of a mean which was at least 5 lower than all other means.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

Table 6.3

Frequency Distribution of Superintendents' Perceptions of Levels of Their Overall Influence (n=19)

Level of overall influence	f	%f
1. Not influential	0	0
2. Slightly influential	0	0
3. Moderately influential	3	15.8
4. Very influential	12	63.2
5. Highly influential	4	21.1
Mean = 4.20		

four groups--superintendents, assistant superintendents, board chairpersons, and Department of Education personnel--about the importance of selected sources of influence for superintendents. The resulting data are presented in Table 6.4. Correlations were generally low, with moderate correlations found between the responses of superintendents and assistant superintendents (.538), superintendents and Department of Education personnel (.445), and assistant superintendents and board chairpersons (.475). Low correlation was found between the responses of superintendents and board chairpersons (.205), assistant superintendents and Department of Education personnel (.309), and no noteworthy correlation between the responses of Department of Education personnel and board chairpersons (.050).

Perceptions of Superintendents

The highest mean for the superintendents' responses on importance of selected sources of influence (Table 6.5) was obtained for "superintendent's willingness to recognize efforts and achievements of others" (mean 4.65). The second highest mean (4.60) was "superintendent's delegation of authority." Delegation of authority was addressed in the interview format with superintendents. One superintendent saw this source of influence as a crucial component of successful leadership:

> I guess the two words that come to mind for me in terms of delegation of authority are ownership and relevancy. At whatever level, there is an opportunity for an individual to develop ownership and that generates motivation, commitment, all of those things, and it also makes whatever the task that has been delegated more relevant.

Three sources of influence ranked tied third with means of 4.40: "superintendent's ability to innovate," "superintendent's overall experience in education," and "superintendent's use of techniques to encourage others to meet school district standards of performance." The sources scoring lowest in the superintendents' rankings of importance were "superintendent's overall experience outside education" (3.85), and "authority of the school

Table 6.4

Kendall Correlation Coefficients Between the Responses of the Constituent Groups About the Importance of Selected Sources of Influence for the Superintendents' Influence

Strategic constituents	Correlation coefficients		
	Asst. supt.	Chairperson	Dept.
Superintendent	.538	.205	.445
Assistant superintendent	—	.475	.309
Chairperson	—	—	.050

Table 6.5

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Importance of Selected Sources of Influence
(n=20)

Source of influence	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Superintendent's willingness to recognize efforts and achievements of others	0	0	0	35	65	4.65	1
Superintendent's delegation of authority	0	0	0	40	60	4.60	2
Superintendent's ability to innovate	0	0	5	50	45	4.40	4
Superintendent's overall experience in education	0	0	10	40	50	4.40	4
Superintendent's use of techniques to encourage others to meet school district standards of performance	0	0	0	60	40	4.40	4
Superintendent's knowledge about education	0	0	0	65	35	4.35	7
Superintendent's personal characteristics	0	0	5	55	40	4.35	7
Superintendent's relationship with the school board as a corporate body	0	0	15	35	50	4.35	7
Superintendent's expertise as an administrator	0	0	0	75	25	4.25	9
Superintendent's relationships with individual school board members	0	0	25	50	25	4.00	10
Superintendent's overall experience outside education	0	0	40	35	25	3.85	11
Authority of the school superintendent's position	11	5	32	37	16	3.42	12

Note: The scale used was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

superintendent's position" (3.42). Three sources of influence all had a mean of 4.35 and were ranked 7. These were "superintendent's knowledge about education," "superintendent's personal characteristics," and "superintendent's relationship with the school board as a corporate body." "Superintendent's expertise as an administrator" ranked 9, with a mean of 4.25.

Perceptions of Assistant Superintendents

The highest mean (4.74) for the assistant superintendents' responses on importance of selected sources of influence (Table 6.6) was obtained for "superintendent's knowledge about education." Rated second by assistant superintendents was "superintendent's delegation of authority," with a mean of 4.68. One assistant superintendent addressed "delegation of authority" during the interview phase of this study, with the following comment:

> Delegation of authority is very very important and a superintendent who does delegate authority well will have good results. If you don't delegate authority and don't allow people to carry out the functions that you delegated, you will often run into conflict. You have to be consistent in this regard and my experience in education indicates that this a problematic area. Often superintendents aren't quick to delegate authority. Perhaps they are unsure of where it is going to go. It may compound the problem for them and they may tend to deal with the issue on their own. My experience has been that this happens to a great extent. So there is a hesitation about delegating authority in most instances.

A second assistant superintendent, while supporting the importance of "delegation of authority," offered this caution:

> You're going to be more influential I suppose if the district is structured in such a way that the people are independent within their areas of responsibility and don't have to check constantly with you and become ineffectual as a result of this checking. So you can delegate authority but you can't delegate the responsibility. The responsibility must remain with the superintendent for overall direction.

Of the 12 sources contained in the questionnaire on the sources of influence of school superintendents, assistant superintendents rated four as "highly important." Rated 3

Table 6.6

Percentage Frequency Distributions, Means, and Ranks of Responses of Assistant Superintendents About the Importance of Selected Sources of Influence for Superintendents
(n=32)

Source of influence	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Superintendent's knowledge about education	0	0	0	26	74	4.74	1
Superintendent's delegation of authority	0	0	0	32	68	4.68	2
Superintendent's personal characteristics	0	0	7	29	65	4.58	3
Superintendent's willingness to recognize efforts and achievements of others	0	0	3	45	52	4.48	4
Superintendent's ability to innovate	0	0	3	48	48	4.45	5
Superintendent's relationship with the school board as a corporate body	0	3	3	43	50	4.40	6
Superintendent's expertise as an administrator	0	0	3	55	42	4.39	7
Superintendent's use of techniques to encourage others to meet school district standards of performance	0	0	7	55	39	4.32	8
Superintendent's overall experience in education	0	3	7	52	39	4.26	9
Authority of the school superintendent's position	0	10	16	29	45	4.10	10
Superintendent's relationships with individual school board members	7	13	19	39	23	3.58	11
Superintendent's overall experience outside education	10	23	45	16	7	2.87	12

Note: The scale used was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

and 4 were "superintendent's personal characteristics" (4.58) and "superintendent's willingness to recognize efforts and achievements of others" (4.48). Sources of influence rated as least important by assistant superintendents were "superintendent's relationships with individual school board members" (3.58) and "superintendent's overall experience outside education" (2.87). Of the 12 sources rated by assistant superintendents, only these two sources of influence had a mean below 4.00. "Superintendent's ability to innovate" (4.45) ranked 5, and "superintendent's relationship with the school board as a corporate body" (4.40) ranked 6. The means of the next four sources of influence ranked 7 to 10, all rated in the "very important" category (means between 3.50 and 4.50). These were "superintendent's expertise as an administrator" (4.39), "superintendent's use of techniques to encourage others to meet school district standards of performance" (4.32), "superintendent's overall experience in education" (4.26), and "authority of the school superintendent's position" (4.10).

As a concluding question to the questionnaire on sources of influence, respondents were asked to identify other sources of influence not included in the questionnaire. Assistant superintendents added the following sources for consideration: acknowledged leadership style, ability as a planner/coordinator, sense of vision, knowledge of the district, degree of control over budget expenditures, superintendent's respect for fellow workers, and superintendent's relationship with the municipal council.

Perceptions of Board Chairpersons

"Superintendent's knowledge about education" (4.88) received the highest rating for board chairpersons' responses on importance of selected sources of influence (Table 6.7). Rated second was "superintendent's willingness to recognize efforts and achievements of others" with a mean of 4.71. Of the 12 sources contained in the questionnaire on the sources of influence of superintendents, board chairpersons rated five as "highly important." The

Table 6.7

Percentage Frequency Distributions, Means, and Ranks of Responses of Board Chairpersons About the Importance of Selected Sources of Influence for Superintendents
(n=17)

Source of influence	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Superintendent's knowledge about education	0	0	0	12	88	4.88	1
Superintendent's willingness to recognize efforts and achievements of others	0	0	0	29	71	4.71	2
Superintendent's delegation of authority	0	0	0	40	60	4.60	4
Superintendent's ability to innovate	0	0	12	24	65	4.53	6
Superintendent's expertise as an administrator	0	0	6	35	59	4.53	6
Superintendent's relationships with individual school board members	0	0	0	47	53	4.53	6
Superintendent's personal characteristics	0	0	6	41	53	4.47	7
Superintendent's relationship with the school board as a corporate body	0	0	12	41	47	4.35	9
Superintendent's use of techniques to encourage others to meet school district standards of performance	0	0	12	41	47	4.35	9
Authority of the school superintendent's position	0	0	24	18	59	4.35	9
Superintendent's overall experience in education	0	0	41	41	18	3.77	11
Superintendent's overall experience outside education	0	12	29	41	18	3.65	12

Note: The scale used was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

third ranked source of influence was "superintendent's delegation of authority" (4.60). One board chairperson, discussing "delegation of authority," offered this observation:

> Any good manager delegates to his subordinates. I think that is the way that he has time to develop policies, programs, thoughts, and ideas. If he has got to do all of these, he will have no time to look toward the future.

Ranked 4.5 were "superintendent's relationships with individual school board members," "superintendent's ability to innovate," and "superintendent's expertise as an administrator," all with means of 4.53. The two sources of influence perceived least important to a superintendent's influence by board chairpersons were "superintendent's overall experience in education" (3.77) and "superintendent's overall experience outside education" (3.65). "Superintendent's personal characteristics," with a mean of 4.47, ranked seventh. "Superintendent's relationship with the school board as a corporate body," "superintendent's use of techniques to encourage others to meet school district standards of performance," and "authority of the school superintendent's position," all ranked 9.5, with a mean of 4.35.

In response to the concluding question on sources of influence not included in the questionnaire, board chairpersons added two sources for consideration: strong work ethic, and willingness to accept the political orientation of the board as if it were their own.

An open-ended question asked for additional comments about the sources of superintendent's influence. One board chairperson wrote:

> Superintendents should show the number one example in any board--of morale and efficient job performance. Strong and knowledgeable leaders have the same type of work force under them.

Another board chairperson added a different perspective:

> Superintendents must continue to develop professionally so that staff persons will respect their decisions. Superintendents must develop a positive approach to district parents--asking for and accepting their input. Superintendents need the respect and trust of school board members so each may function effectively.

A third board chairperson emphasized respect:

> The superintendents are the individuals who advise the board on educational matters and then facilitate policy implementation in the district. They must have the respect of the board and staff to be effective. Respect is gained by showing concern, competence, and a strong work ethic.

Perceptions of Department of Education Personnel

Department of Education personnel rated "superintendent's relationship with the school board as a corporate body" (4.67) as the most important source of influence for superintendents (Table 6.8). Ranked 2.5 were "authority of the school superintendent's position," and "superintendent's expertise as an administrator," with means of 4.42. Ranked 4.5 for Department of Education personnel with means of 4.33 were "superintendent's willingness to recognize efforts and achievements of others" and "superintendent's use of techniques to encourage others to meet school district standards of performance." "Superintendent's knowledge about education" (4.25) ranked sixth. The three sources of influence that ranked 8.5 with means of 4.17 were "superintendent's delegation of authority," "superintendent's ability to innovate," and "superintendent's personal characteristics." Delegation of authority was discussed in the interview process and resulted in the following comment from a representative of the Department of Education:

> A lot of administrators have a lot of difficulty in delegating authority because there is a perception that if you delegate authority you lose it, but on the other hand if you don't delegate authority you drown very quickly.

The sources of influence perceived to be least important for the superintendents' influence by Department of Education personnel were "superintendent's overall experience in education" (3.75), "superintendent's relationships with individual school board members" (3.58), and "superintendent's overall experience outside education" (3.00).

Table 6.8

Percentage Frequency Distributions, Means, and Ranks of Responses of Department of Education Personnel About the Importance of Selected Sources of Influence for Superintendents
(n=12)

Source of influence	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Superintendent's relationship with the school board as a corporate body	0	0	0	33	67	4.67	1
Authority of the school superintendent's position	0	0	8	42	50	4.42	2.5
Superintendent's expertise as an administrator	0	0	0	58	42	4.42	2.5
Superintendent's use of techniques to encourage others to meet school district standards of performance	0	0	8	50	42	4.33	4.5
Superintendent's willingness to recognize efforts and achievements of others	0	0	0	67	33	4.33	4.5
Superintendent's knowledge about education	0	0	17	42	42	4.25	6
Superintendent's ability to innovate	0	0	8	67	25	4.17	8
Superintendent's delegation of authority	0	0	8	67	25	4.17	8
Superintendent's personal characteristics	0	0	0	83	17	4.17	8
Superintendent's overall experience in education	0	8	25	50	17	3.75	10
Superintendent's relationships with individual school board members	0	8	42	33	17	3.58	11
Superintendent's overall experience outside education	0	33	33	33	0	3.00	12

Note: The scale used was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Research Question 10

> "What association exists between selected demographic variables and the perceptions of superintendents on the contribution of selected sources of influence to their overall level of influence?"

The five demographic variables chosen were size of the school district, number of years the superintendent had been in the present position, age of the superintendent, the superintendent's number of years of post-secondary education, and total number of years of experience as a superintendent. The superintendent population was divided into approximately equal groups for each variable. A difference of 0.4 between the means for various groups was arbitrarily defined as an indication of a substantial difference in perceptions of contribution.

Size of district. The data presented in Table 6.9 show the substantial differences in levels of contribution between sources of influence of superintendents in relation to the size of their district, determined by the number of schools in each district. The superintendent population was divided into two groups, one representing districts with fewer than 20 schools, and the other, districts with 20 or more schools. Of the 12 sources surveyed, four showed substantial differences between the means of the two groups with superintendents of smaller districts rating all four sources substantially higher than did superintendents from larger districts. All four sources were rated "highly important" or "very important" by superintendents from smaller districts.

Superintendents from larger districts rated three of the four sources as "moderately important," (means 3.00-3.50) and rated "superintendent's delegation of authority" somewhat higher with a mean of 3.90.

The sources showing the most substantial differences were "superintendent's overall experience outside education" (smaller, 4.11; larger, 3.00), and "superintendent's use of techniques to encourage others to meet school district standards of performance"

Table 6.9

Means of Responses of Superintendents About the Contribution of Sources of Influence to Their Overall Influence, Classified by Size of the District
(n=19)

Sources of influence	Number of schools	
	fewer than 20	20 or more
	Mean (n=9)	Mean (n=10)
Superintendent's delegation of authority	**4.56**	3.90
Superintendent's use of techniques to encourage others to meet school district standards of performance	**4.33**	3.30
Superintendent's overall experience outside education	**4.11**	3.00
Superintendent's relationships with individual school board members	**4.11**	3.50

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

(4.33; 3.30). Two other facets showing substantial differences were "superintendent's delegation of authority" (4.56; 3.90), and "superintendent's relationship with individual school board members" (4.11; 3.50).

Years in present position. The superintendent population was divided into two groups; one with fewer than five years in their present position, and a second with five or more. Table 6.10 show the means for the two groups. Of the 12 sources surveyed, four showed substantial differences in relation to the superintendents' number of years in the present position. The ratings of sources in this category by superintendents with five or more years in their present position were substantially higher than superintendents with less tenure. "Superintendent's overall experience outside education" ranked first for each group, with superintendents with five or more years rating it higher (4.58; 4.13). The two sources showing the largest difference were "superintendent's delegation of authority" (4.42; 3.88), and "superintendent's use of techniques to encourage others to meet school district standards of performance" (4.00; 3.50). "Authority of the superintendent's position" was rated substantially lower by superintendents with less than five years in their present position (3.58; 3.14).

Age of the superintendent. The superintendent population was divided into two groups; one group made up of superintendents younger than 50 years of age, and a second group of those 50 years of age or older. Table 6.11 show the means for the two groups. Of the 12 sources surveyed, six showed substantial differences in means in relation to the superintendent's age.

Superintendents younger than 50 years of age generally found these sources to contribute more to their overall level of influence than did the older superintendents. Superintendents 50 years of age or older rated "Superintendent's overall experience outside education" as contributing more than did the superintendents younger than 50 (4.50 vs. 4.00). Apart from this one source of influence, all sources showing a substantial

Table 6.10

Means of Responses of Superintendents About the Contribution of Sources of Influence to Their Overall Influence, Classified by Years in Present Position
(n=20)

Sources of influence	Years in present position	
	fewer than 5	5 or more
	Mean (n=8)	Mean (n=12)
Superintendent's overall experience outside education	4.13	**4.58**
Superintendent's delegation of authority	3.88	**4.42**
Superintendent's use of techniques to encourage others to meet school district standards of performance	3.50	**4.00**
Authority of the school superintendent's position	3.14	**3.58**

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

Table 6.11

Means of Responses of Superintendents About the Contribution of Sources of Influence to Their Overall Influence, Classified by Age
(n=20)

Sources of influence	Age	
	younger than 50	50 or older
	Mean (n=8)	Mean (n=12)
Superintendent's willingness to recognize efforts and achievements of others	**4.75**	3.83
Superintendent's delegation of authority	**4.50**	4.00
Superintendent's personal characteristics	**4.38**	3.67
Superintendent's relationship with the school board as a corporate body	**4.13**	3.58
Superintendent's overall experience in education	4.00	**4.50**
Superintendent's overall experience outside education	**3.88**	3.33

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

difference based on age were rated as more contributing by superintendents younger than 50 years of age. The source showing the greatest difference was "superintendent's willingness to recognize efforts and achievements of others" with a substantial difference of 0.92. Superintendents younger than 50 rated the contribution of this source as "highly influential" (4.75). "Superintendent's personal characteristics" showed a substantial difference of 0.71. The lowest rated source of influence for both groups was "superintendent's overall experience outside education" (3.88; 3.33).

Years of post-secondary education. The superintendent population was divided into two groups: one group made up of superintendents with less than seven years of post-secondary education, and a second group of superintendents with seven or more years of post-secondary education. Table 6.12 shows the means for the two groups. Of the 12 sources surveyed, only two showed substantial differences in relation to the superintendent's years of post-secondary education. Superintendents with more than seven years of post-secondary education generally rated these selected facets higher in contribution to their level of influence than did those superintendents with fewer than seven years: "superintendent's ability to innovate" (4.30; 3.90), and "authority of the school superintendent's position" (3.67; 3.20).

Total years of experience as a superintendent. The superintendent population was divided into two groups: one group made up of superintendents with fewer than 10 years of experience as a superintendent, and a second group of those with 10 or more years of experience as a superintendent. Table 6.13 shows the means for the two groups. Of the 12 sources surveyed, four showed substantial differences in relation to the superintendents' years of experience as a superintendent. Superintendents with fewer than 10 years experience rated the level of contribution higher for all four sources: "superintendent's willingness to recognize efforts and achievements of others" (4.50; 4.00), "superintendent's personal characteristics" (4.25; 3.75), "superintendent's relationships

Table 6.12

Means of Responses of Superintendents About the Contribution of Sources of Influence to Their Overall Influence, Classified by Years of Post-Secondary Education
(n=20)

Sources of influence	Years of post-secondary education	
	fewer than 7	7 or more
	Mean (n=10)	Mean (n=10)
Superintendent's ability to innovate	3.90	**4.30**
Authority of the school superintendent's position	3.20	**3.67**

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

Table 6.13

Means of Responses of Superintendents About the Contribution Sources of Influence Make to Their Overall Influence, Classified by Total Years Experience as a Superintendent
(n=20)

Sources of influence	Total years experience	
	fewer than 10	10 or more
	Mean (n=10)	Mean (n=10)
Superintendent's willingness to recognize efforts and achievements of others	**4.50**	4.00
Superintendent's personal characteristics	**4.25**	3.75
Superintendent's relationships with individual school board members	**4.25**	3.50
Superintendent's overall experience outside education	**4.00**	3.25

Notes: Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

fewer than 10 years of experience as a superintendent, and a second group of those with 10 with individual school board members" (4.25; 3.50), and "superintendent's overall experience outside education," (4.00; 3.25). The sources of influence showing the greatest differential between these two groups were "superintendent's relationships with individual school board members" and "superintendent's overall experience outside education," with differences of 0.75.

Research Question 11

> "What are the superintendents' perceptions of the level of contribution that selected sources of influence make to their overall level of influence?"

The data representing the level of contribution of individual sources to the superintendents' overall level of influence are shown in Table 6.14. The 12 sources of influence presented to superintendents were rated according to their level of contribution to the overall level of influence of the superintendent and are presented in rank according to their mean. The superintendents saw all 12 sources as contributing to their overall level of influence to some degree, and rated them either "moderately important " or "very important." The correlation between the ranks of the superintendents' responses of importance and contribution for selected sources of influence show a high correlation as determined by the Kendall correlation coefficient (.694) . Table 6.15 shows the sources of influence rated in importance and level of contribution for superintendents.

The superintendents rated "superintendent's willingness to recognize efforts and achievements of others," (4.65) as the most important source of influence of the 12 provided in the questionnaire. As a contribution to their overall influence they ranked it 2.5 (4.20). "Superintendent's delegation of authority" (4.60) ranked second in importance and 2.5 in contribution (4.20). "Superintendent's ability to be innovative" (contribution rank 4; mean 4.10), "superintendent's use of techniques to encourage others to meet school district standards of performance" (contribution 9.5; 3.80), and "superintendent's overall

Table 6.14

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Contribution of Selected Sources of Influence
(n=20)

Source of influence	Contribution						
	%f						
	1	2	3	4	5	Mean	Rank
Superintendent's overall experience in education	0	0	10	50	40	4.30	1
Superintendent's delegation of authority	0	0	20	40	40	4.20	2.5
Superintendent's willingness to recognize efforts and achievements of others	0	10	10	30	50	4.20	2.5
Superintendent's ability to innovate	0	0	10	70	20	4.10	4
Superintendent's expertise as an administrator	0	0	20	55	25	4.05	6
Superintendent's knowledge about education	0	0	5	84	11	4.05	6
Superintendent's relationship with the school board as a corporate body	0	5	10	60	25	4.05	6
Superintendent's personal characteristics	0	5	15	60	20	3.95	8
Superintendent's relationships with individual school board members	0	5	30	45	20	3.80	9.5
Superintendent's use of techniques to encourage others to meet school district standards of performance	0	5	35	35	25	3.80	9.5
Superintendent's overall experience outside education	0	20	30	25	25	3.55	11
Authority of the school superintendent's position	5	16	26	37	16	3.42	12

Note: The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

Table 6.15

Means and Ranks of Means of Responses of Superintendents About the Importance of Selected Sources of Influence and Their Degree of Contribution to a Superintendent's Influence
(n=20)

Source of influence	Importance		Contribution	
	Mean	Rank	Mean	Rank
Superintendent's willingness to recognize efforts and achievements of others	4.65	1	4.20	2.5
Superintendent's delegation of authority	4.60	2	4.20	2.5
Superintendent's use of techniques to encourage others to meet school district standards of performance	4.40	4	3.80	9.5
Superintendent's overall experience in education	4.40	4	4.30	1
Superintendent's ability to innovate	4.40	4	4.10	4
Superintendent's personal characteristics	4.35	7	3.95	8
Superintendent's knowledge about education	4.35	7	4.05	6
Superintendent's relationship with the school board as a corporate body	4.35	7	4.05	6
Superintendent's expertise as an administrator	4.25	9	4.05	6
Superintendent's relationships with individual school board members	4.00	10	3.80	9.5
Superintendent's overall experience outside education	3.85	11	3.85	11
Authority of the school superintendent's position	3.40	12	3.42	12

Note: The scale used was as follows: 1 = Not influential; 2 = Slightly influential; 3 = Moderately influential; 4 = Very influential; and 5 = Highly influential.

experience in education" (contribution 1; 4.30) ranked 4 in importance, with a mean of 4.40. "Superintendent's personal characteristics" ranked 8, with a mean of 3.95. "Superintendent's relationships with the school board as a corporate body," and "superintendent's knowledge about education" ranked equal 6 in contribution (4.05) and equal 7 in importance(4.35). "Superintendent's expertise as an administrator" ranked 9 (contribution, 6; 4.05) and "superintendent's relationships with individual school board members" ranked 10 (contribution, 9.5; 3.80) in importance.

The sources of influence seen by superintendents as least important were "superintendent's overall experience outside education" (3.85), and "authority of the superintendent's position" (3.40). These sources received similar ratings for their level of contribution to a superintendent's overall level of influence, ranking 11 (3.85) and 12 (3.42).

Summary and Discussion

The questionnaire presented to the four groups concentrated on sources of influence associated with personal interactions of the superintendent. The selected sources were those which accentuate the social, bilateral nature of influence. Superintendents generally rated themselves as quite influential, with 84.3% selecting either "very influential" or "highly influential" as their personal rating, with the mean response being 4.20.

Nova Scotia assistant superintendents, as well as board chairpersons, rated "superintendent's knowledge about education" as their most important source of influence. This finding supported Genge's (1991) conclusion for effective superintendents in Alberta: "The most important bases of superintendents' influence was a sound knowledge base, a good track record, and openness and honesty" (p. 272). Superintendents generally rated sources dealing directly with others as the next most important source of influence as"willingness to recognize the efforts of others," "delegation of authority," and "encouraging others to meet standards" were all in the superintendents' first five selections. "Knowledge and expertise" were also rated as very important by superintendents, with "authority of position" being rated lowest of the sources provided on the questionnaire. This finding was consistent with that of Musella (1991) in his national survey.

The superintendents' ratings of the contribution of individual sources of influence were highly associated with their ratings of importance for the individual sources of influence (Kendall correlation coefficient 0.694). Only "superintendent's use of techniques to encourage others to meet school district standards of performance" was rated substantially lower in degree of actual contribution than in importance. "Authority of the superintendent's position" ranked consistently low on both contribution and importance. Hicks and Gullett (1975) defined this type of influence as "legitimate," i.e., power or influence derived from a formally defined position of leadership.

Assistant superintendents rated the superintendents' knowledge as the most important source of influence. The superintendent's personal characteristics were ranked third overall, whereas superintendents rated this source substantially lower (7.5). Sources emphasizing personal interactions of the superintendents were rated as "very influential" (3.5 -4.5 on the 5-point scale) by assistant superintendents (e.g., "delegation of authority" and "recognizing achievement and efforts of others"). "Authority of position" was rated higher by assistant superintendents than by superintendents. The source of influence rated lowest in level of influence by assistant superintendents was the superintendent's experience outside education. Assistant superintendents' responses showed a moderate correlation with those of superintendents (0.538), Department of Education personnel (0.445), and board chairpersons (0.475). Interviews highlighted the importance that assistant superintendents placed on "delegation of authority," while cautioning that superintendents cannot delegate responsibility. One assistant superintendent stated that "this is a problematic area."

The board chairpersons' ratings of importance for specific sources of the superintendents' influence showed moderate correlation with assistant superintendents' responses (0.475), a low correlation with superintendents' responses (0.205), and no noteworthy correlation with the Department of education personnel responses (0.050). Board chairpersons rated the superintendent's knowledge about education as the most important of the 12 sources of influence and emphasized that personal interactions of the superintendents were also important sources. Sclafani (1989) similarly concluded that motivation and human relations are among the most important skills identified. "Authority of position" was also rated higher by board chairpersons (9, 4.35) than by superintendents (12, 3.42). Board chairpersons responses showed the lowest level of correlation with responses of the three other groups.

Department of Education personnel rated "superintendent's relationship with the school board as a corporate body" as the most important source of influence for superintendents. "Delegation of authority" which was rated "very influential" by three groups (superintendents, rank 2; assistant superintendents, 2; board chairpersons, 4) was rated substantially lower by Department of Education personnel (8). "Authority of the school superintendent's position," ranked 2 by Department of Education personnel, was ranked substantially lower by the other three groups (board chairpersons, 9; assistant superintendents, 10; superintendents, 12). Superintendent's knowledge, experience, and personal characteristics were all rated lower by Department of Education respondents. The perception of Department of Education personnel was in keeping with what Musella (1991) referred to as "the heavy reliance on the legitimate (title), reward and punishment power bases of the past," and appears to fall in line with Bjork's (1990) perception of the superintendent's source of influence:

> There is a clear hierarchy of authority that encompasses a centralization of power in which general policy making occurs at the top, policy specification and management at the middle levels, and performance at the bottom. Goal setting and subsequent supervision of work (span of control), originates with superintendents and is carried out through a deliberate division of labor and the use of rules to assure accountability (p. 14).

Department of Education personnel perceived the superintendents relying on positional power to acquire influence through their relationship with the governing body, the school board, and the legitimate power that goes with the position of leader of the organization.

Generally, superintendents from smaller systems, superintendents with five or more years in their present position, superintendents younger than 50 years of age, superintendents with seven or more years of post-secondary education, and superintendents with fewer than 10 years of experience rated these sources of influence higher in degree of contribution than did their counterparts. The distribution of the sources by demographic variable did not follow any discernible pattern. Superintendents from smaller districts rated four of the 12 sources of influence substantially higher than did those from larger districts. Generally these sources dealt with superintendent's interactions with others. Those with more tenure rated four sources substantially higher. Younger superintendents rated five sources substantially higher, with those older rating "superintendent's overall experience in education" higher than did their counterparts. Of the five sources rated substantially higher by superintendents younger than 50 years of age, four dealt with interactions with others. Superintendents with fewer total years of experience rated four of the 12 sources substantially higher (three of four dealt with referent power). Those with more formal education rated two sources--ability to innovate and authority of position--substantially higher.

CHAPTER 7

JOB SATISFACTION OF SUPERINTENDENTS

Introduction

This chapter presents the findings in connection with job satisfaction of superintendents in the province of Nova Scotia. The section of the questionnaire which addressed job satisfaction of superintendents consisted of 29 job facets of the superintendency as gleaned from the literature and prior research instruments. Each facet was presented in a format which requested the superintendents to select a level of satisfaction on a five-point scale. The results are presented in tables providing frequency distributions, percentage frequency distributions, means of responses, and rank order according to mean. Superintendents were also requested to rate the importance of each job facet for the superintendent's job satisfaction and to list the three aspects which contributed most to their satisfaction and add to their dissatisfaction. Information obtained in follow-up interviews conducted with representatives of the superintendents is integrated with the numerical data.

Research Question 12

> "What are the levels of overall job satisfaction experienced by superintendents and what aspects do they perceive to contribute most to their overall satisfaction and dissatisfaction?"

When asked to assess their overall job satisfaction, 19 superintendents answered as shown in Table 7.1. The most frequent response was "very satisfied" with 63% selecting this level. No superintendents selected "not satisfied" or "slightly satisfied."

Table 7.1

Frequency Distributions of Levels of Overall Job Satisfaction of Superintendents
(n=19)

Level of overall job satisfaction	f	%f
1. Not satisfied	0	0
2. Slightly satisfied	0	0
3. Moderately satisfied	3	15.8
4. Very satisfied	12	63.2
5. Highly satisfied	4	21.1
Mean = 4.05		

Eighteen superintendents listed aspects of their job that contributed most to their overall job satisfaction. The combined number of responses totalled 46, as some superintendents listed less than three aspects. Some responses appeared only once. Those which appeared more than twice were as follows: being a change agent and making things happen--8; professional relationships--8; pupil success--5; competent support staff--5; and sense of accomplishment--3.

A similarly worded open-ended question asked respondents for the three aspects of their job that contributed most to their overall dissatisfaction. The responses also numbered 46, but they were much more concentrated in two particular areas: lack of funds--11 mentions, and politics ("small p")--9 mentions. Other responses which appeared twice were lack of communication with the community, board's focus on operations rather than policy, lack of autonomy, unclear role expectations, lack of adequate support staff, inability to meet all demands, and board members not understanding their role or scope of responsibility.

Research Question 13

> "What are the levels of satisfaction of school superintendents with individual facets of their job?"

Table 7.2 shows the frequency distributions for satisfaction with individual facets and the mean satisfaction level for each facet. The 29 job facets presented to superintendents for their rating are presented in rank order according to their mean. Substantial variations occurred in both the individual rankings and in the mean of specific job facets. The individual facets were grouped into four general categories: personnel-related matters, working conditions, occupation-related matters, and board-related matters.

Table 7.2

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About Their Degree of Satisfaction With Selected Job Facets
(n=20)

Job facet	Satisfaction						
			%f				
	1	2	3	4	5	Mean	Rank
Your relationship with your school board chairperson	0	0	0	55	45	4.45	1.5
Your relationships with central office staff	0	0	0	55	45	4.45	1.5
The degree of challenge in your job	0	0	0	70	30	4.30	3
Your relationships with in-school administrators	0	0	10	55	35	4.25	4
Your sense of accomplishment as a school superintendent	0	0	20	55	25	4.05	5
Competence of in-school administrators	0	0	20	65	15	3.95	7.5
Flexibility to manage your schedule	0	5	25	40	35	3.95	7.5
Your relationships with school board members	0	5	20	50	25	3.95	7.5
Your salary	0	0	25	55	20	3.95	7.5
Your job security	0	0	17	72	11	3.94	10
Competence of teachers	0	0	25	60	15	3.90	11.5
Your relationships with teachers	0	0	30	50	20	3.90	11.5
Availability of certified staff to assist you	0	0	32	47	21	3.90	11.5
Degree of influence your position provides in decision-making in your school district	0	0	35	45	20	3.85	15.5
Degree of support provided to you by your school board	0	0	35	45	20	3.85	15.5
Openness of communications between you and your school board	0	0	30	55	15	3.85	15.5
Status accorded school superintendents by society	0	5	25	50	20	3.85	15.5
Clarity of the school board's role expectations for you	0	11	26	32	32	3.84	18
Availability of support staff to assist you	0	15	15	45	25	3.80	19.5
Number of hours you are required to work by the demands of your job	0	5	35	35	25	3.80	19.5
Your negotiated benefits	5	0	32	37	26	3.79	21
Degree of administrative autonomy granted to you by your school board	0	5	35	40	20	3.75	22
Quality of central office physical facilities	0	10	35	30	25	3.70	23
Effect of the job on your personal life	5	10	25	45	15	3.55	24
Manner in which your work is evaluated by the school board	5	15	35	30	15	3.35	25
Procedures for negotiating your salary and benefits	6	11	39	33	11	3.33	26
Appreciation shown by the school board for your efforts	0	20	50	15	15	3.25	27.5
Degree of influence your position provides in decision-making in the province	5	10	50	25	10	3.25	27.5
Financial support provided to your school district	20	5	40	20	15	3.05	29

Note: The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

Personnel. The highest means for superintendents' responses on assessment of their degree of satisfaction for specific facets of their job occurred in the personnel-related category (Table 7.3). The five personnel facets appeared in the top 12 facets listed in order of mean. The facets with the highest mean level of satisfaction were "your relationships with central office staff," and "your relationship with your school board chairperson," (rank 1.5; 4.45). Superintendents rated "your relationships with central office staff" as either "very satisfied" (55%) or "highly satisfied" (45%). "Your relationships with in-school administrators," (4; 4.25) was second in satisfaction in this category. "Competence of in-school administrators" (7.5; 3.95) was rated "moderately satisfied" by 20%, "very satisfied" by 65%, and "highly satisfied" by 15%. The final two facets related to personnel matters; "competence of teachers" and "your relationships with teachers" were tied in their rank (11.5; 3.95). These ratings showed a significant level of satisfaction derived from the interaction of superintendents with their staff.

Working conditions. Two of the working conditions facets, "flexibility to manage your schedule" (3.95) and "your salary" (3.95) were ranked 7.4. The next facets related to work conditions were "your job security" (10, 3.94) and "availability of certified staff to assist you" (11.5, 3.90). The next three highest ranked facets were "availability of support staff to assist you" (19.5, 3.80), "number of hours you are required to work by the demands of your job" (19.5, 3.80), and "your negotiated benefits" (21, 3.79). "Quality of central office physical facilities" ranked 23 (3.70). "Procedures for negotiating your salary and benefits" ranked 26 (3.33). Table 7.4 shows the distribution of responses of superintendents for this category.

Occupation. The six facets related to occupation ranged in rank from 3 to 29. The highest rated facet in this category was "the degree of challenge in your job" (rank 3, mean 4.30). Superintendents rated this facet "very satisfied" (70%) and "highly satisfied" (30%). "Your sense of accomplishment as a superintendent" (5; 4.05) was rated by

Table 7.3

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Their Satisfaction With Selected Job Facets Relating to Personnel Matters
(n=20)

Job facet	Satisfaction						
	%f						
	1	2	3	4	5	Mean	Rank
Your relationships with central office staff	0	0	0	55	45	4.45	1.5
Your relationships with in-school administrators	0	0	10	55	35	4.25	4
Competence of in-school administrators	0	0	20	65	15	3.95	7.5
Competence of teachers	0	0	25	60	15	3.90	11.5
Your relationships with teachers	0	0	30	50	20	3.90	11.5

Mean = 4.09

Notes: The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

The facet satisfaction questionnaire contained 29 items.

Table 7.4

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Their Satisfaction With Selected Job Facets Relating to Work Conditions
(n=20)

Job facet	Satisfaction						
	%f						
	1	2	3	4	5	Mean	Rank
Flexibility to manage your schedule	0	5	25	40	35	3.95	7.5
Your salary	0	0	25	55	20	3.95	7.5
Your job security	0	0	17	72	11	3.94	10
Availability of certified staff to assist you	0	0	32	47	21	3.90	11.5
Availability of support staff to assist you	0	15	15	45	25	3.80	19.5
Number of hours you are required to work by the demands of your job	0	5	35	35	25	3.80	19.5
Your negotiated benefits	5	0	32	37	26	3.79	21
Quality of central office physical facilities	0	10	35	30	25	3.70	23
Procedures for negotiating your salary and benefits	6	11	39	33	11	3.33	26

Mean = 3.80

Notes: The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

The facet satisfaction questionnaire contained 29 items.

superintendents as "moderately satisfied" (20%), "very satisfied" (55%), and "highly satisfied" (25%). In interviews about "sense of accomplishment" with superintendents, several interesting perspectives were offered. One had this opinion:

> I see sense of accomplishment as being internal and I can have a sense of accomplishment even in a job dissatisfier; when I'm experiencing, for example, zero increase in salary, a highly political board, or a lot of frustrating situations that would cause lack of job satisfaction. Within these you could have a high degree of "sense of accomplishment" from the things that you were doing in spite of those job deficits. So I guess I would relate them more to internal motivators as a result of seeing progress towards goals or objectives that have been set as opposed to external motivators, more money or a new contract or whatever.

The third ranked occupational facet was "status accorded school superintendents by society" (15; 3.85). "Effect of the job on your personal life" ranked 24 overall (3.55) and "financial support provided to your school district" ranked 29 (3.05). Table 7.5 shows the distribution of responses of superintendents for this category.

Board-related. The 9 board-related facets had some of the lowest satisfaction scores. The facets in this category show the greatest range of rankings extending from 1 to 27 with a mean range of 4.45 to 3.25. "Your relationship with your school board chairperson," (4.45) ranked first overall. Superintendents rated their satisfaction with this facet as either "very satisfied" (55%), or "highly satisfied" (45%).

A superintendent interviewed found this result hard to accept:

> From my vantage point at least, the relationship with the school board chairperson is important and it must be satisfying, but it cannot be the most important. I think that when you have a fine chairman with whom you can get along very well, I think it is very satisfying, but it cannot be the most satisfying. . . . It is the development of the school system which to me is the most important and is becoming the most satisfying.

An assistant superintendent reflected upon this result and offered the following opinion:

> It is very important. The extent to which it satisfies anyone of them [superintendents] I think would depend in large measure not on the chairperson as such, but the chairperson's place in the context of the

Table 7.5

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Their Satisfaction With Selected Job Facets Relating to Their Occupation
(n=20)

Job facet	Satisfaction						
	%f						
	1	2	3	4	5	Mean	Rank
The degree of challenge in your job	0	0	0	70	30	4.30	3
Your sense of accomplishment as a school superintendent	0	0	20	55	25	4.05	5
Status accorded school superintendents by society	0	5	25	50	20	3.85	15.5
Effect of the job on your personal life	5	10	25	45	15	3.55	24
Degree of influence your position provides in decision-making in the province	5	10	50	25	10	3.25	27.5
Financial support provided to your school district	20	5	40	20	15	3.05	29

Mean = 3.68

Notes: The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

The facet satisfaction questionnaire contained 29 items.

> board. If you're dealing with a chairperson who has influence with his or her board and you've done a lot of professional development with your board and you have the board operating as a corporate entity to the extent that any of them do, then I think it is satisfying. If you are dealing with a chairperson who can't influence his or her board, I would think it would be very frustrating. No matter what kind of planning and discussion you had with your chairperson you could arrive at the board meeting and find that it's a different world than the one you talked about in your office. So I see it a little more complicated.

A board chairperson supported the contention that a relationship with the board is as important, if not more important, than the superintendent/board chairperson relationship:

> It's important that the superintendent has the same satisfying and close relationship with the board. Because that can backfire if it is just stopped at the board chairperson. The relationship with the entire governing body is very important. That's the way I see it. It is important that the board chairman and the superintendent have a relationship because there is a lot of things that have to be done, but it is also important that he stays in close contact with the whole board. The whole board can fall apart if he doesn't.

The facet rated second in this category was "your relationships with school board members" (7.5; 3.95). The remaining facets clustered somewhat closer to the bottom of the list with three facets ; "degree of influence your position provides in decision-making in your school district," "degree of support provided to you by your school board," and "openness of communications between you and your school board" ranked 15.5 (3.85), followed by "clarity of the school board's role expectations for you" (18; 3.84) and "degree of administrative autonomy granted to you by your school board" (22; 3.75). "Manner in which your work is evaluated by the school board" ranked comparatively low (25; 3.35) in satisfaction. The last facet for this category ranked 27.5 with a mean of 3.25. The facets relating to role had an average mean of 3.74. Table 7.6 shows the distribution of responses of superintendents for this category.

Table 7.6

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Their of Satisfaction With Selected Job Facets Relating to Board Matters
(n=20)

Job facet	Satisfaction						
	%f						
	1	2	3	4	5	Mean	Rank
Your relationship with your school board chairperson	0	0	0	55	45	4.45	1.5
Your relationships with school board members	0	5	20	50	25	3.95	7.5
Degree of influence your position provides in decision-making in your school district	0	0	35	45	20	3.85	15.5
Degree of support provided to you by your school board	0	0	35	45	20	3.85	15.5
Openness of communications between you and your school board	0	0	30	55	15	3.85	15.5
Clarity of the school board's role expectations for you	0	11	26	32	32	3.84	18
Degree of administrative autonomy granted to you by your school board	0	5	35	40	20	3.75	22
Manner in which your work is evaluated by the school board	5	15	35	30	15	3.35	25
Appreciation shown by the school board for your efforts	0	20	50	15	15	3.25	27.5

Mean = 3.79

Notes: The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

The facet satisfaction questionnaire contained 29 items.

Research Question 14

> "What associations exist between selected demographic variables and the level of overall job and facet satisfaction experienced by superintendents?"

The five demographic variables chosen were size of the school district, number of years the superintendent had been in the present position, age of the superintendent, the superintendent's number of years of post-secondary education, and total number of years of experience as a superintendent. The superintendent population was divided into approximately equal groups for each variable. A difference of 0.4 between the means for various groups was arbitrarily defined as an indication of a substantial difference.

Size of district. Table 7.7 shows the means for which a substantial difference existed in the means of superintendents' satisfaction with facets, for districts classified by the number of schools in each district. The superintendent population was divided into two groups, one representing districts with fewer than 20 schools, while the other had districts with 20 or more schools. Of the 29 facets surveyed, 14 facets showed substantial differences between the means of the two groups.

Only one facet, "availability of support staff to assist you" ranked substantially higher for superintendents from larger districts (4.10) than for superintendents of smaller districts (3.67). The remaining 13 facets all had substantially higher means for superintendents from districts with fewer than 20 schools. "Your relationships with in-school administrators" (4.56) ranked first among the 14 facets within this category for superintendents from smaller districts and was the only facet in this category to be rated by either group in the "highly satisfied" range (means between 4.50 and 5.00). The facets showing the most substantial differences were "procedures for negotiating your salary and benefits" (smaller districts, 3.88; larger districts, 2.89), and "your negotiated benefits" (4.22; 3.33). Two other facets showing large substantial differences were

Table 7.7

Means of Responses of Superintendents About Their Satisfaction With Selected Job Facets, Classified by Size of the District

Facets	Number of schools	
	fewer than 20	20 or more
	Mean (n=9)	Mean (n=10)
Your relationships with in-school administrators	**4.56**	4.00
Clarity of the school board's role expectations of you	**4.38**	3.50
Your relationships with school board members	**4.33**	3.60
Your sense of accomplishment as a school superintendent	**4.33**	3.80
Your negotiated benefits	**4.22**	3.33
Number of hours you are required to work by the demands of your job	**4.11**	3.70
Openness of communications between you and your school board	**4.11**	3.60
Degree of influence your position provides in decision-making in your school district	**4.11**	3.60
Effect of the job on your personal life	**4.10**	3.40
Quality of central office physical facilities	**4.00**	3.60
Procedures for negotiating your salary and benefits	**3.88**	2.89
Degree of influence your position provides in decision-making in the province	**3.67**	2.90
Availability of support staff to assist you	3.67	**4.10**
Appreciation shown by the school board for your efforts	**3.44**	3.00

Note: *Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

"clarity of the school board's role expectations of you" (4.38; 3.50), and "degree of influence your position provides in decision-making in the province" (3.67; 2.90). "Availability of support staff to assist you" had the second lowest mean for superintendents in smaller districts (3.67) and the highest mean for superintendents in larger districts (4.10).

Years in present position. The superintendent population was divided into two groups; one with fewer than five years in their present position, and a second with five or more. Table 7.8 shows the means for the two groups. Of the 29 facets surveyed, nine showed substantial differences in relation to the superintendents' number of years in the present position. The ratings of facets in this category by superintendents with five or more years in their present position were substantially higher than superintendents with less tenure. "Your sense of accomplishment as a school superintendent" ranked first for each group, with superintendents with five or more years rating it higher (4.25; 3.75). The two facets showing the largest difference were "quality of central office physical facilities" (4.08; 3.13) and "financial support provided to your school district" (3.50; 2.38).

Age of the superintendent. The superintendent population was divided into two groups; one group younger than 50 years of age, and a second 50 years of age or older. Table 7.9 shows the means for the two groups. Of the 29 facets surveyed, 11 showed substantial differences in relation to the superintendent's age.

Superintendents 50 years of age or older were more satisfied with "availability of certified staff to assist you" than were the superintendents younger than 50 (4.50; 4.00). Superintendents younger than 50 years of age had higher mean satisfaction scores for all other facets. The facet showing the greatest difference was "your negotiated benefits" (means 4.57 and 3.33). Superintendents younger than 50 were"highly satisfied" with this facet (4.57), whereas the superintendents 50 years of age or older were "moderately

Table 7.8

Means of Responses of Superintendents About Their Satisfaction With Selected Job Facets, Classified by Years in Present Position

Facets	Years in present position	
	fewer than 5	5 or more
	Mean (n=8)	Mean (n=12)
Your sense of accomplishment as a school superintendent	3.75	**4.25**
Competence of teachers	3.63	**4.08**
Competence of in-school administrators	3.63	**4.17**
Degree of administrative autonomy granted to you by your school board	3.50	**3.92**
Status accorded school superintendents by society	3.38	**4.17**
Effect of the job on your personal life	3.13	**3.83**
Quality of central office physical facilities	3.13	**4.08**
Degree of influence your position provides in decision-making in the province	2.88	**3.50**
Financial support provided to your school district	2.38	**3.50**

Notes: *Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

Table 7.9

Means of Responses of Superintendents About Their Satisfaction With Selected Job Facets, Classified by Age

Facets	Age	
	younger than 50	50 or older
	Mean (n=8)	Mean (n=12)
Your negotiated benefits	**4.57**	3.33
Your salary	**4.50**	3.58
Your relationships with in-school administrators	**4.50**	4.08
Your sense of accomplishment as a school superintendent	**4.38**	3.83
Your relationships with school board members	**4.38**	3.67
Your job security	**4.25**	3.70
Availability of certified staff to assist you	3.63	**4.09**
Degree of administrative autonomy granted to you by your school board	3.50	**3.92**
Appreciation shown by the school board for your efforts	**3.50**	3.08
Degree of influence your position provides in decision-making in the province	**3.50**	3.08
Financial support provided to your school district	**3.38**	2.83

Notes: *Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

satisfied" (3.33). The second largest difference in mean was recorded for the facet "your salary," (4.50; 3.58). Also showing a substantial difference of note (third highest in this category) was "your relationship with school board members," (4.38; 3.67).

Years of post-secondary education. The superintendent population was divided into two groups; one with fewer than seven years of post-secondary education, and a second with seven or more years of post-secondary education. Table 7.10 shows the means for the two groups. Of the 29 facets surveyed, eight showed substantial differences in relation to the superintendent's years of post-secondary education.

Superintendents with fewer than seven years of post-secondary education generally rated these facets higher in mean level of satisfaction than did those with seven or more years, with two exceptions. "Flexibility to manage your schedule" (4.20; 3.70), and "degree of influence your position provides in decision-making in your school district" (4.10; 3.60) had higher mean satisfaction levels for superintendents with seven or more years of post-secondary education. The two highest rated facets for superintendents with fewer than seven years of post-secondary education were "competence of in-school administrators" (4.10; 3.60), and "status accorded school superintendents by society" (3.30; 2.80). "Procedures for negotiating your salary and benefits" showed the largest difference in means (0.52). "Financial support provided to your school district" was the facet with the lowest mean level of satisfaction (3.30--fewer than seven years; 2.80--seven years or more).

Total years experience as a superintendent. The superintendent population was divided into two groups; one with fewer than 10 years of experience as a superintendent, and a second with 10 or more years of experience. Table 7.11 shows the means for the two groups. Of the 29 facets surveyed, eight showed substantial differences in means of satisfaction for the two groups.

Table 7.10

Means of Responses of Superintendents About Their Satisfaction With Selected Job Facets, Classified by Years of Post-Secondary Education

Facets	Years of post-secondary education	
	fewer than 7	7 or more
	Mean (n=10)	Mean (n=10)
Competence of in-school administrators	**4.20**	3.70
Status accorded school superintendents by society	**4.10**	3.60
Quality of central office physical facilities	**4.00**	3.40
Your negotiated benefits	**4.00**	3.60
Flexibility to manage your schedule	3.70	**4.20**
Procedures for negotiating your salary and benefits	**3.63**	3.10
Degree of influence your position provides in decision-making in your school district	3.60	**4.10**
Financial support provided to your school district	**3.30**	2.80

Notes: *Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

Table 7.11

Means of Responses of Superintendents About Their Satisfaction With Selected Job Facets, Classified by Total Years Experience

Facets	Total years experience	
	fewer than 10	10 or more
	Mean (n=10)	Mean (n=10)
Number of hours you are required to work by the demands of your job	**4.25**	3.50
Your salary	**4.25**	3.75
Your negotiated benefits	**4.25**	3.46
Degree of influence your position provides in decision-making in your school district	**4.13**	3.67
Procedures for negotiating your salary and benefits	**4.00**	2.91
Manner in which your work is evaluated by the school board	**3.75**	3.08
Appreciation shown by the school board for your efforts	**3.63**	3.00
Degree of influence your position provides in decision-making in the province	**3.63**	3.00

Note:s *Bold type indicates a mean which was at least 0.4 higher than the other mean.

The scale was as follows: 1 = Not satisfied; 2 = Slightly satisfied; 3 = Moderately satisfied; 4 = Very satisfied; and 5 = Highly satisfied.

Table 7.12

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Importance of Selected Job Facets for Their Overall Job Satisfaction
(n=20)

Job facet	Importance						
			%f				
	1	2	3	4	5	Mean	Rank
Your relationship with your school board chairperson	0	0	0	35	65	4.65	1
Competence of teachers	0	0	0	40	60	4.60	2
Competence of in-school administrators	0	0	0	45	55	4.55	4
Financial support provided to your school district	0	0	5	35	60	4.55	4
Your relationships with central office staff	0	0	0	45	55	4.55	4
The degree of challenge in your job	0	0	0	50	50	4.50	7
Your relationships with in-school administrators	0	0	0	50	50	4.50	7
Your sense of accomplishment as a school superintendent	0	0	5	40	55	4.50	7
Availability of support staff to assist you	0	0	0	60	40	4.40	10
Degree of support provided to you by your school board	0	0	5	50	45	4.40	10
Openness of communications between you and your school board	0	0	5	50	45	4.40	10
Clarity of the school board's role expectations of you	0	0	0	65	35	4.35	12.5
Your relationships with school board members	0	0	5	55	40	4.35	12.5
Availability of certified staff to assist you	0	0	5	60	35	4.30	14.5
Degree of administrative autonomy granted to you by your school board	0	0	0	70	30	4.30	14.5
Your relationships with teachers	0	0	10	55	35	4.25	16
Degree of influence your position provides in decision-making in your school district	0	0	15	55	30	4.15	17.5
Effect of the job on your personal life	0	0	20	45	35	4.15	17.5
Flexibility to manage your schedule	0	0	15	60	25	4.10	19
Manner in which your work is evaluated by the school board	0	0	25	45	30	4.05	20
Appreciation shown by the school board for your efforts	0	0	35	30	35	4.00	21.5
Quality of central office physical facilities	0	0	35	30	35	4.00	21.5
Your job security	0	5	21	47	26	3.95	23
Number of hours you are required to work by the demands of your job	0	5	30	35	30	3.90	24.5
Your salary	0	5	20	55	20	3.90	24.5
Your negotiated benefits	0	11	26	32	32	3.84	26
Procedures for negotiating your salary and benefits	0	5	37	42	16	3.68	27
Degree of influence your position provides in decision-making in the province	0	5	50	35	10	3.50	28
Status accorded school superintendents by society	5	10	30	45	10	3.45	29

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Of the facets showing a substantial difference based on total years of experience, superintendents with fewer than 10 years experience rated their mean level of satisfaction higher on all eight. "Your salary" (4.25 vs. 3.75), "your negotiated benefits" (4.25 vs. 3.46), and "number of hours you are required to work by the demands of your job" (4.25 vs. 3.50) had higher satisfaction means for superintendents with fewer than 10 years experience. In this classification, "degree of influence your position provides in decision-making in the province" had the highest mean level of satisfaction for superintendents with 10 or more years experience (3.67). The facet showing the greatest differential was "procedures for negotiating your salary and benefits" (4.00; 2.91). "Your negotiated benefits" showed a difference of 0.79 and "number of hours you are required to work by the demands of your job," 0.75.

Research Question 15

> "What are the superintendents' perceptions of importance of individual facets for their overall job satisfaction and how do these perceptions relate to their satisfaction with these facets?"

The data representing the level of importance of individual facets for the superintendents' overall job satisfaction are shown in Table 7.12 . The 29 job facets were rated by the superintendents according to the level of importance of individual job facets and are presented in rank according to their mean. The superintendents saw all 29 facets as important to their overall job satisfaction to some degree, and rated them on average from "moderately important " (3.45) to "highly important" (4.65). Within this range there was substantial variation both in the individual ratings and in the means of specific job facets. The correlation between the superintendents' ranks of importance of facets for overall satisfaction and satisfaction with selected job facets as exhibited through analysis using the Kendall correlation coefficients was arbitrarily rated as low (.394). The individual facets could be generally grouped into four categories: personnel-related matters, working conditions, occupation-related matters, and board-related matters.

Superintendents rated eight job facets as "highly important" for their overall job satisfaction--four personnel-related matters, three occupation-related matters, and one board-related facet. The role facet, "your relationship with your school board chairperson" (4.65), was rated as the most important job facet for superintendent's satisfaction. Three of the next four most important facets related to personnel--"competence of teachers" (4.60), "competence of in-school administrators" (4.55), and "your working relationship with central office staff" (4.55). Those perceived as least important by superintendents were "degree of influence your position provides in decision-making in the province" (3.50), and "status accorded school superintendents by society" (3.45).

Personnel. The highest means for superintendents' responses on the level of importance for specific facets of their job related to the category of personnel. The five facets directly related to personnel all appeared in the top 16 facets listed in order of mean. The most important facet in this category was "competence of teachers" with a mean of 4.60. Superintendents rated this facet the second most important of all 29 facets save only "your relationship with your school board chairperson," which ranked first overall with a mean of 4.65. "Competence of in-school administrators" (mean 4.55), and "your working relationship with central office staff" (mean 4.55) ranked 4.5 overall. "Your relationships with in-school administrators," (4.50) ranked 7, and "your relationships with teachers" (4.25) ranked 16. Table 7.13 shows the distribution of responses of superintendents for this category.

Occupation. The six facets representing occupation-related matters ranged in rank from 4 to 29. The facet with the highest mean in this category was "financial support provided to your school district " with a mean of 4.55 and rank 4 overall. "The degree of challenge in your job" (4.50) which ranked 7 overall , was rated the second most

Table 7.13

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Importance of Satisfaction With Personnel-related Facets for Their Overall Job Satisfaction
(n=20)

Job facet	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Competence of teachers	0	0	0	40	60	4.60	2
Your relationships with central office staff	0	0	0	45	55	4.55	4
Competence of in-school administrators	0	0	0	45	55	4.55	4
Your relationships with in-school administrators	0	0	0	50	50	4.50	7
Your relationships with teachers	0	0	10	55	35	4.25	16

Mean = 4.49

Notes: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

The facet satisfaction questionnaire contained 29 items.

important facet in this category. The facet rated third most important was "your sense of accomplishment as a superintendent" (7; 4.50) with superintendent ratings of "moderately important" (5%), "very important" (40%), and "highly important" (55%). The facet rated least important of the occupation-related facets for overall job satisfaction was "status accorded school superintendents by society" (mean 3.45). "Effect of the job on your personal life" ranked 17.5 with a mean of 4.15, and "degree of influence your position provides in decision-making in the province" ranked 28 (3.50). Table 7.14 shows the distribution of responses of superintendents for this category.

Board-related. The facets in this category showed the greatest range of ranks of means extending from 1 to 28 with a mean range of 4.65 to 3.50. The facet in this category rated most important by superintendents was "your relationship with your school board chairperson" (4.65). Superintendents rated this facet as either "very important" (35%) or "highly important" (65%). In the interviews, a Department of Education respondent suggested that

> I think it is very important to develop a strong relationship with your school board chairperson so that you are both singing from the same song sheet. The school board chairperson is a very effective leader who is available for the superintendent to get his point across to and support. I think that is important.

However, a superintendent questioned the high importance rating of this facet:

> I would agree that it is an important thing to have a good relationship with the chairperson, but I have a relationship with the board per se. To me that is more appropriate than simply with the chairperson. I've always been very loath to consider that my strength with the board or their confidence in me is the result of my good relationship with the chairperson. I think that can be very misleading. I've had some excellent chairmen and chairwomen over the years and have been very pleased with the relationship that we have been able to cultivate. I think the most important thing for the superintendent is to have that strong relationship with the full board.

The facets ranked second most important in this category were "degree of support provided to you by your school board," and "openness of communications between you and your school board," both with means of 4.40 and ranks of 10.5 overall. "Clarity of

Table 7.14

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Importance of Satisfaction With Occupation-related Facets for Their Overall Job Satisfaction
(n=20)

Job facet	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Financial support provided to your school district	0	0	5	35	60	4.55	4
The degree of challenge in your job	0	0	0	50	50	4.50	7
Your sense of accomplishment as a school superintendent	0	0	5	40	55	4.50	7
Effect of the job on your personal life	0	0	20	45	35	4.15	17.5
Degree of influence your position provides in decision-making in the province	0	5	50	35	10	3.50	28
Status accorded school superintendents by society	5	10	30	45	10	3.45	29

Mean = 4.11

Notes: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

The facet satisfaction questionnaire contained 29 items.

the school board's role expectations for you," and "your relationships with school board members" ranked 12.5 overall with means of 4.35. Table 7.15 shows the distribution of responses of superintendents for this category.

Working conditions. "Availability of support staff to assist you" (4.40), was ranked highest in this category but only 10 overall. "Availability of certified staff to assist you" (4.30), was ranked 14.5 overall and 2 in this category. The remaining facets in this category clustered between 19 and 27 overall in the ranking of their means, thus accounting for the rating of this category as lowest in importance in relation to the other three categories by superintendents. Table 7.16 shows the distribution of responses of superintendents for this category.The importance ratings of individual facets indicated the relevance of various job facets as contributors to overall job satisfaction. Dominating the "highly important" category were personnel-related and occupation-related matters. Levels of job satisfaction and levels of importance tended to be highest with the same variables, suggesting that superintendents may derive the most satisfaction from the facets they perceive to be most important. The data are represented in Table 7.17.

Table 7.18 compares data about the 10 most satisfying facets with the data about the 10 most important facets as ranked by superintendents. There was considerable congruence in the highest mean ratings of satisfaction and importance. The facet which rated the most important and most satisfying was "your relationship with your school board chairperson." Five facets which appeared in the 10 most satisfying also appeared in the 10 most important. Four facets considered "highly important" by the superintendents scored much lower in the satisfaction ratings. "Financial support provided to your school district" ranked 4 (4.55) in importance and 29 (3.05) in satisfaction. On the other hand, "your salary" ranked 7.5 (3.95) in satisfaction and 24.5 (3.90) in importance. "Your job security" also showed a large difference in ranks, rating a much higher rank in satisfaction (10, 3.94) than in importance (23, 3.95).

Table 7.15

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Importance of Satisfaction With Board-related Facets for Their Overall Job Satisfaction
(n=20)

Job facet	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Your relationship with your school board chairperson	0	0	0	35	65	4.65	1
Degree of support provided to you by your school board	0	0	5	50	45	4.40	10
Openness of communications between you and your school board	0	0	5	50	45	4.40	10
Your relationships with school board members	0	0	5	55	40	4.35	12.5
Clarity of the school board's role expectations for you	0	0	0	65	35	4.35	12.5
Degree of administrative autonomy granted to you by your school board	0	0	0	70	30	4.30	14.5
Degree of influence your position provides in decision-making in your school district	0	0	15	55	30	4.15	17.5
Manner in which your work is evaluated by the school board	0	0	25	45	30	4.05	20
Appreciation shown by the school board for your efforts	0	0	35	30	35	4.00	21.5

Mean = 4.29

Notes: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

The facet satisfaction questionnaire contained 29 items.

Table 7.16

Percentage Frequency Distributions, Means, and Ranks of Responses of Superintendents About the Degree of Importance of Satisfaction With Employment-related Facets for Their Overall Job Satisfaction
(n=20)

Job facet	Importance						
	%f						
	1	2	3	4	5	Mean	Rank
Availability of support staff to assist you	0	0	0	60	40	4.40	10
Availability of certified staff to assist you	0	0	5	60	35	4.30	14.5
Flexibility to manage your schedule	0	0	15	60	25	4.10	19
Quality of central office physical facilities	0	0	35	30	35	4.00	21.5
Your job security	0	5	21	47	26	3.95	23
Your salary	0	5	20	55	20	3.90	24.5
Number of hours you are required to work by the demands of your job	0	5	30	35	30	3.90	24.5
Your negotiated benefits	0	11	26	32	32	3.84	26
Procedures for negotiating your salary and benefits	0	5	37	42	16	3.68	27
Mean = 4.01							

Notes: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

The facet satisfaction questionnaire contained 29 items.

Table 7.17

Means and Ranks of Responses of Superintendents About the Importance of Selected Job Facets for Their Overall Satisfaction and Their Satisfaction With These Facets

Job facet	Importance		Satisfaction	
	Rank	Mean	Rank	Mean
Your relationship with your school board chairperson	1	4.65	1.5	4.45
Competence of teachers	2	4.60	11.5	3.90
Competence of in-school administrators	4	4.55	7.5	3.95
Financial support provided to your school district	4	4.55	29	3.05
Your relationships with central office staff	4	4.55	1.5	4.45
The degree of challenge in your job	7	4.50	3	4.30
Your relationships with in-school administrators	7	4.50	7.5	3.95
Your sense of accomplishment as a school superintendent	7	4.50	4	4.05
Availability of support staff to assist you	10	4.40	19.5	3.80
Degree of support provided to you by your school board	10	4.40	15.5	3.85
Openness of communications between you and your school board	10	4.40	15.5	3.85
Clarity of the school board's role expectations for you	12.5	4.35	18	3.84
Your relationships with school board members	12.5	4.35	7.5	3.95
Availability of certified staff to assist you	14.5	4.30	13	3.90
Degree of administrative autonomy granted to you your school board	14.5	4.30	22	3.75
Your relationships with teachers	16	4.25	11.5	3.90
Degree of influence your position provides in decision-making in your school district	17.5	4.15	15.5	3.85
Effect of the job on your personal life	17.5	4.15	24	3.55
Flexibility to manage your schedule	19	4.10	7.5	3.95
Manner in which your work is evaluated by the school board	20	4.05	25	3.35
Appreciation shown by the school board for your efforts	21.5	4.00	27.5	3.25
Quality of central office physical facilities	21.5	4.00	23	3.70
Your job security	23	3.95	10	3.94
Number of hours you are required to work by the demands of your job	24.5	3.90	19.5	3.80
Your salary	24.5	3.90	7.5	3.95
Your negotiated benefits	26	3.84	21	3.79
Procedures for negotiating your salary and benefits	27	3.68	26	3.33
Degree of influence your position provides in decision-making in the province	28	3.50	27.5	3.25
Status accorded school superintendents by society	29	3.45	15.5	3.85

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Table 7.18

Means and Ranks of Responses of Superintendents About (a) the Importance of Overall Job Satisfaction of 10 Job Facets Having the Highest Importance Means, and (b) Their Satisfaction With the 10 Facets Having the Highest Mean Satisfaction Scores

Job facet	Importance		Satisfaction	
	Mean	Rank	Mean	Rank
Your relationship with your school board chairperson	1	4.65	1.5	4.45
Competence of teachers	2	4.60	11.5	3.90
Competence of in-school administrators	4	4.55	7.5	3.95
Financial support provided to your school district	4	4.55	29	3.05
Your relationships with central office staff	4	4.55	1.5	4.45
The degree of challenge in your job	7	4.50	3	4.30
Your relationships with in-school administrators	7	4.50	7.5	3.95
Your sense of accomplishment as a school superintendent	7	4.50	4	4.05
Availability of support staff to assist you	10	4.40	19.5	3.80
Degree of support provided to you by your school board	10	4.40	15.5	3.85
Openness of communications between you and your school board	10	4.40	15.5	3.85
Your relationships with school board members	12.5	4.35	7.5	3.95
Flexibility to manage your schedule	19	4.10	7.5	3.95
Your job security	23	3.95	10	3.94
Your salary	24.5	3.90	7.5	3.95

Note: The scale was as follows: 1 = Not important; 2 = Slightly important; 3 = Moderately important; 4 = Very important; and 5 = Highly important.

Summary and Discussion

Superintendents in this study expressed a high degree of job satisfaction, with 83.2% of the respondents suggesting they were either "very satisfied" or "highly satisfied." This result is similar to the findings of Gunn (1984) and Johnson (1988) in their studies of satisfaction of principals. The 29 facets were grouped into four categories for analysis: personnel-related, working conditions, occupation-related, and board-related. The facets with the highest ratings of importance for superintendents' satisfaction were personnel-related facets addressing such things as relationships with employees and competence of employees. The facets rated highest in satisfaction involved the superintendent's relationships with their board chairperson, with central office staff, and with in-school administrators.

In the interviews, superintendents took exception to the rating of "your relationship with your school board chairperson" as the most important and the most satisfying facet. Concern was expressed that educational achievement of the district should be a major source of satisfaction. Superintendents reported the following as aspects which contributed most to their overall job satisfaction: being a change agent, professional relationships, pupil success, competent support staff, and sense of accomplishment. Mentioned as contributing to their dissatisfaction were lack of funds, the politics of their position, lack of communication with the community, the board's focus on operations rather than policy, lack of autonomy, unclear role expectations, lack of adequate support staff, inability to meet all demands, and board members not understanding their role or scope of responsibility. The individual responses provided in the interview process highlighted the personal nature of job satisfaction and demonstrated the need for caution in drawing conclusions about the superintendents' satisfaction with their work and the need for consideration of individual situations and personalities. All 29 facets had means at least as high as "moderately satisfied" (3), with the range of means being 3.05 to 4.45.

The results reported here support the earlier findings of Fullan, Park, and Williams (1987) in their study of supervisory officers in Ontario school districts. In both studies, similar facets were identified as contributors to overall job satisfaction--relationships with others, power and influence of the job, salary, making a contribution [sense of accomplishment], flexibility, and personal recognition from colleagues and the community. Identified as common dissatisfiers were political nature of the system and board influence.

Similar to the findings reported by Gunn and Holdaway (1986) in their study of senior high school principals, superintendents' levels of satisfaction varied according to both organizational and personal characteristics. "Sense of accomplishment" showed substantial differences between means of groups classified by size of their districts (smaller, 4.33; larger, 3.80), age (younger, 4.38; older, 3.83) and years in present position (less than 5, 3.75; 5 or more, 4.25). Generally, superintendents from smaller systems, superintendents with five or more years in their present position, superintendents younger than 50 years of age, superintendents with fewer than seven years of post-secondary education, and superintendents with fewer than 10 years of experience tended to rate their satisfaction with individual facets higher than did those with more experience.

Superintendents from smaller districts rated 13 of the 28 facets substantially higher than did superintendents from larger districts. Only "availability of support staff to assist you" was rated substantially higher by superintendents from larger districts. Superintendents with more tenure rated nine facets substantially higher, as did younger superintendents, while older superintendents were more satisfied with the availability of certified staff and their degree of administrative autonomy. Superintendents with less formal education rated seven facets substantially higher, while those with seven or more years of post-secondary education were more satisfied with their degree of influence in decision-making and the flexibility of their schedule. Superintendents with less total experience rated eight facets substantially higher.

Comparison of rankings of facet for importance and satisfaction showed a low correlation (Kendall correlation coefficient 0. 394). Some large disparities were apparent. For example, "financial support provided to your school district" ranked 4 in importance for superintendent's satisfaction but it had the lowest mean satisfaction of the 29 facets. A second large discrepancy was the rating for "competency of teachers," as superintendents rated this facet second most important but 11.5 in satisfaction. "Availability of support staff" showed a similar discrepancy (importance rank 10, 4.40; satisfaction rank 19.5, 3.80). Facets showing substantial differences with low rankings in importance and high rankings in satisfaction included "your salary" (ranks of 24.5 and 7.5), "your job security" (ranks of 23 and 10), and "flexibility to manage your schedule" (ranks of 19 and 7.5). "Status accorded school superintendents by society" was rated least important but substantially higher in satisfaction (rank 15.5).

Chapter 8

SUMMARY AND CONCLUSIONS

This chapter presents an overview of the study, a summary of the major findings, a discussion of the findings, and consideration of the implications of the findings for practice and future research. The chapter concludes with some comments about the particular implications for Nova Scotia education and some personal reflections of the researcher about the perceptions developed over the course of this project.

Overview of the Study

The complex and often poorly understood role of the superintendent was the focus of this study. Whether or not the public realizes it, the work of the superintendent has significant consequences within the educational organization and the community. The significance of the superintendent's role, the effectiveness of superintendents in carrying out that role, the sources of influence which affect their performance within that role, and the satisfaction gleaned from the performance of that role made up the major components of this study. The perceptions of the constituents who have a significant impact upon the role of the superintendent were the source of the data used in this study to assess the variables identified.

This study investigated perceptions of the strategic constituencies concerning the role, effectiveness criteria, sources of influence, and job satisfaction of school superintendents. Information collected for this study was derived from four major sources: (a) a literature review; (b) questionnaires; (c) interviewing of 10 selected members of the population who had completed the questionnaires; and (d) the review of relevant documents on the superintendency in Nova Scotia. Prior to the commencement of data collection, pilot questionnaires were completed and analyzed, and follow-up interviews were held. The population surveyed encompassed district superintendents--23 (total population); assistant superintendents--37 (total population); school board chairpersons--21 (total population); and Department of Education personnel--14 (selected); for a total of 95. The questionnaires were completed by 20, 32, 17, and 12 members of those groups respectively. Interviews were conducted with three superintendents, three assistant superintendents, three board chairpersons, and one Department of Education administrator.

Numerical data were analyzed using descriptive statistics. Interviews and open-ended responses were transcribed and assessed, and appropriate verbatim responses were selected.

Major Findings

The detailed findings have been included in the summaries at the end of Chapters 4-7. Therefore they are not repeated in this chapter. The major findings and generalizations are summarized below under the headings of role, effectiveness, sources of influence, and satisfaction.

Role

1. The role of the superintendent was perceived by the constituent groups to be primarily executive in function.

2. Major discrepancies existed between the board chairpersons' perception of the superintendent's role and those of the other three constituent groups.

3. Superintendents in Nova Scotia appear to play a less significant role in instruction than the literature suggests for the role of superintendents.

4. The superintendent's role is extremely diverse, and the expectations of the strategic constituents appear to be far greater than can be accommodated within one position.

5. Policy development functions rated high in involvement for superintendents in Nova Scotia.

6. Public relations functions are an important component of the role of the superintendent.

7. Clarification of role expectations is essential to enhance the effectiveness of Nova Scotia superintendents.

Effectiveness

1. Superintendents generally rated themselves as "very effective."

2. The main factors which enhance superintendent effectiveness were identified as increased professional development activities, development of a superintendent support system, and increased mobility for superintendents.

3. The main factors inhibiting superintendent effectiveness were identified as the political nature of school boards, lack of finances, and lack of on-going professional development.

4. The strategic constituents rated personnel-related functions the most important work aspects for superintendent effectiveness.

5. Policy-related work aspects were rated high in importance for superintendent effectiveness by all four constituent groups.

6. Superintendents rated work aspects involving long-range planning, goal setting, and developing a written philosophy lower in importance than did the other constituent groups.

7. Community-related work aspects were rated low in importance for superintendent effectiveness.

8. Superintendents perceived themselves to be least effective in "assist the board to function as a unified body," "develop community support for the school district," "identify educational needs of the community," and "emphasize high standards of teaching performance."

9. Superintendents from smaller districts generally rated their effectiveness higher than did those from larger districts.

10. Superintendents who had been longer in their present position, were younger, or had less total experience in education rated their effectiveness higher than did their counterparts.

Sources of Influence

1. Superintendents rated themselves as generally "very influential."

2. Superintendents rated "willingness to recognize efforts and achievements of others," "delegation of authority," "experience in education," "ability to innovate," and "techniques used to encourage others" as their most important sources of influence.

3. Department of Education personnel rated "authority of the school superintendent's position," "superintendent's expertise as an administrator," and "superintendent's relationship with the school board as a corporate body" substantially higher as a source of influence than did the other three groups.

4. Assistant superintendents and board chairpersons rated "superintendents' knowledge about education" as the most important source of influence for superintendents.

5. Generally, superintendents from smaller districts rated the levels of contribution of selected sources of influence substantially higher.

Satisfaction

1. Superintendents rated themselves as generally "very satisfied."

2. The most important facets for superintendent job satisfaction were related to personnel, occupation, and board-related matters.

3. Superintendents indicated their highest satisfaction with facets related to personnel, working conditions, and the job itself.

4. Superintendents rated "your relationship with your school board chairperson" and "your relationship with central office staff" highest in satisfaction of all facets.

5. The superintendents' ratings of satisfaction with "competency of teachers," "financial support provided to your district," "availability of support staff to assist you," and "clarity of the school board's expectations for you" were substantially lower than were the ratings of importance for satisfaction for these facets.

6. Superintendents rated "your salary," "your job security," "flexibility to manage your schedule," and "status accorded school superintendents by society" substantially higher in satisfaction than in importance.

7. Generally, superintendents from smaller districts were more satisfied with the facets of their job.

8. Superintendents who had been longer in their position, were younger, had fewer years of post-secondary education, or had less total experience in education generally tended to rate their satisfaction with specific job facets higher than did their counterparts.

Discussion

The findings derived from this study offer insights and raise important questions about the role of the superintendent, superintendent effectiveness, the sources of superintendent's influence, their degree of satisfaction with their job and specific facets of their job, and the perceptions of strategic constituents about these components of the superintendent's performance. The discussion of these findings is organized into three major themes--the superintendent's executive role, the superintendent's interaction with personnel, and the superintendent's instructional leadership role--and three sub-themes--community-related factors, accountability, and the impact of demographic variables on perception. References to relevant literature are integrated.

Superintendent's Executive Role

The four constituent groups identified the superintendent's role as primarily executive in nature. The superintendent's major functions involve dealing with the school board and advising them on all policy matters. These executive functions include participating in meetings, developing agendas, participating in professional development of the board, identifying priorities for policy development, and coordinating the implementation of the policies developed by the board. This perception of the superintendent's role supports the findings of Musella's (1991) study of Canadian CEOs. The political nature of the superintendent's role has taken on a new prominence as numerous studies have concluded (e.g., Crowson & Morris, 1990; Genge, 1991; Holmes, 1989; Leithwood & Musella, 1991; Wirt, 1990).

Within the overall task of policy development are found work aspects such as developing long-range plans, setting of goals for the district, establishing a written philosophy for the district, and assisting the board to function as a unified body. The discrepancies between superintendents' and board chairpersons' perceptions for these aspects cause some concern and suggest a need for a detailed examination of the policy development strategies of Nova Scotia school districts. Various studies have substantiated the importance of long-range planning, goal setting, and development of a philosophy (e.g., Crowson & Morris, 1990; Genge, 1991; Holmes, 1989; Konnert & Augenstein, 1990; Leithwood & Musella, 1991; Sclafani, 1989; Wirt, 1990). The low ratings of these aspects by superintendents and board chairpersons in Nova Scotia is contrary to the perceptions of the other two constituent groups and the most recent findings of research on the superintendency. Emphasis on effective management also falls within the domain of the superintendent's executive function. It showed a substantial discrepancy in ratings among the constituent groups.

Department of Education personnel perceived the major source of influence for superintendents to be executive in nature. Authority of position, expertise, and relationship with the board were advanced as the most important sources of the superintendent's influence. This perception was substantially different from the perceptions of the other three groups surveyed. Musella's (1991) findings agree with the perceptions of these three constituent groups and support the dismissal of the perception of the Department of Education personnel as being "of the past."

A number of facets which were rated high in satisfaction by superintendents were executive in nature. A superintendent's relationship with the chairperson, with board members, and the degree of support provided to the superintendent by the board were rated as very important to a superintendent's overall job satisfaction. Financial support provided to the district is also executive in nature and was viewed as highly important to superintendent's satisfaction, but very low in actual satisfaction. Sclafani (1989) also found that financial support was viewed as very important by superintendents, with rural superintendents and superintendents from smaller districts rating it most important.

The increasing emphasis upon the executive and political nature of the superintendent's role in Nova Scotia parallels the changing role as described in other areas of Canada (e.g., Genge, 1991; Holmes, 1989; Leithwood & Musella, 1991; Musella, 1991), and the United States (e.g., Bjork, 1990; Crowson & Morris, 1990; Konnert & Augenstein, 1990; Sclafani, 1989; Wirt, 1990). In spite of this changing role, many researchers continue to recommend the need for a much higher profile for the superintendent in the realm of instructional leadership (e.g., Bjork, 1990; Crowson & Morris, 1990; Genge, 1991; Griffin & Chance, 1994; 1991; Holmes, 1989; Konnert & Augenstein, 1990; Leithwood & Musella, 1991; Musella, 1991; Sclafani, 1989; Wirt, 1990).

Superintendent's Interactions With Personnel

The major thrust of the educational organization is social in nature and the superintendents' interaction with people consumes a major portion of their time. Personnel-related work aspects were rated as the most important aspects for a superintendent's effectiveness. The majority of the functions which make up the superintendent's role, the most important work aspects for the superintendent's effectiveness, the most important sources of superintendent's influence, and the most important job facets for the superintendent's satisfaction were all personnel-related. Education and leadership are social in nature; both emphasize social interactions on a variety of levels. Superintendents participate in these interactions constantly.

Aspects associated with the hiring of qualified staff, promotion of trust and harmony, and promotion of professional growth were all rated as very important for superintendent effectiveness in this study. This supported the findings of some recent research projects dealing with superintendent effectiveness (Genge, 1991; Griffin & Chance, 1994; Sclafani, 1989). In the area of sources of influence, superintendents emphasized recognition of efforts and achievements of others, delegation of authority, and encouragement of others as major sources of influence for superintendents. These sources of influence were also recognized in other recent studies (Konnert & Augenstein, 1990; Genge, 1991; Musella, 1991). The most important facets for their satisfaction included the superintendent's relationship with their board chairperson, with the board members, with central office personnel, with in-school administrators, and with their teaching staff. The personal nature of facets important to superintendent satisfaction parallel the findings of Johnson and Holdaway (1994) in their study of elementary principals.

Superintendents spend the majority of their time in communication with their employees. As others have found (e.g., Duignan, 1980; Pitner & Ogawa, 1981), superintendents spend the majority of their working day in contact with others within the organization. These interactions take a variety of forms. With the board, the superintendent is involved with meetings, public receptions, and political undertakings. With their staff, they are involved with assessments, conferences, consultations, and personal interactions on an individual level. With the community, superintendents are involved in establishing communications, sharing goals and direction, involving the community in decision-making, and promoting good public relations on behalf of the district. Their involvement in policy development and coordination of policy implementation brings them into contact with all three of these groups, as well as with educational representatives on the provincial and national levels. As in other research projects (e.g., Genge, 1991; Leithwood & Musella, 1991; Sclafani, 1989), this study also reinforced the importance of interpersonal skills.

The political nature of the superintendent's role was addressed in this study, as it had been in other research projects (e.g., Genge, 1991; Holmes, 1989; Leithwood & Musella, 1991; Musella, 1991; Wirt, 1990). The political aspect of this position was identified as a major constraint to superintendent performance and was a major component of the new look being attributed to the superintendent's role.

Superintendent's Instructional Leadership Role

Researchers have found that effective superintendents are highly involved in curriculum and instruction and appear to play a significant role in the control of the curriculum (e.g., Alpin & Daresh, 1984; Hallinger & Murphy, 1986). The findings in this study suggest that superintendents in Nova Scotia are less involved with instructional components of the educational organization than the literature would suggest is necessary for superintendents to be highly effective. Although superintendents profess to be concerned about the instructional components of their role, the findings of this study suggest that they are overwhelmed with responsibilities in servicing school boards, responding to the ever-increasing demands of special interest groups, and dealing with the administration of multi-million dollar organizations.

As one superintendent stated in the interview, "involvement" in specific functions of the superintendent's role does not necessarily mean "importance." Some responsibilities lend themselves to delegation more easily than do others. Executive functions are not easily delegated. Therefore superintendents, in an effort to control the ever-increasing demands for their time, relegate those functions they can most effectively pass on to other staff members. In light of more recent findings in the research of the superintendent's role, the position advanced by Murphy and Hallinger (1987) and others supporting a more direct involvement of the superintendent in instructional leadership activities may be less acceptable in today's educational environment. The findings of this study support the position advanced by Wirt (1990) on the evolving role of the superintendent:

> So while the job becomes more demanding of time and energy with a new focus upon board relations and decision making, the superintendent is still an important part of local school systems. Being an educator, as well as a politician, combines an old and new task for this position. However, this combination is not finely balanced in each position or district. Rather, these professionals are reporting more demands on the political side, but much less on the educational side. . . . this shift between the two tasks means that the superintendent gets further removed from exercising leadership in instruction. (pp. 58-59)

The board chairpersons in this study responded strongly in favor of superintendent's involvement at the "grass-roots level" in instructional leadership. This perception differs from the perception of the other three constituent groups, and this difference must be addressed if the superintendents in Nova Scotia are to be effective in carrying out their mandate. The conflicting expectations of the superintendent could detract from the superintendent's effectiveness (and therefore from the district's effectiveness). Superintendents must carry out their instructional leadership role through the development of visionary leadership and the utilization of their certified staff to carry out the district vision. This study supports the position advanced by Leithwood and Musella (1991):

> CEOs should focus their efforts even more directly on school system factors. At least a significant number of these factors play a vital role in shaping the condition of classroom and school factors known to directly affect the quality of education for students. There is little question, then, that through these factors, CEOs can have a powerful, albeit indirect, effect on improving school effectiveness; it also seems likely that CEOs are often the only people in a position to actually alter the condition of school system factors. (p. 93)

Addressing instructional leadership at the system level would allow superintendents to respond to the instruction-related concerns emanating from the board chairpersons in Nova Scotia.

Sub-themes

Three sub-themes surfaced from the analysis of the data: community involvement, accountability, and the impact of demographic variables on the perceptions of the superintendent. Each of these sub-themes brought to light areas of concern which warrant further investigation.

Community involvement. The perceptions of the four constituent groups about community involvement were, at the least, surprising. The groups had substantially different perceptions of the importance for the item "identify educational needs of the community," and superintendents felt themselves to be less effective in this area than they would like to be. The four groups were unanimous in the lack of interest in involving the public in decision-making, whereas in the interviews the respondents from each of the four constituent groups were surprised and disappointed with this finding. In light of these contrasting positions, this aspect should be examined by both researchers and practitioners. It was suggested by one assistant superintendent in the interview that lack of involvement of the public is a "recipe for disaster."

Accountability. The second sub-theme, accountability, was a major thrust of board chairpersons. The perceptions of board chairpersons were substantially different from those of superintendents with respect to the involvement of the superintendent in the accountability functions of the district. This presents a dilemma for educational organizations in Nova Scotia which must be addressed if they are to function effectively. The findings suggest that board chairpersons are generally not satisfied with the performance of their education systems and expect the superintendents to shoulder the burden of this function. As one chairperson stated in the interview, "All superintendents want evaluation policies in their systems and nobody wants to use them." The emphasis placed by school board chairpersons on evaluation of schools, educational programs, in-school administrators and teachers, reflects a perceived, if not real, lack of confidence in the performance of their systems in meeting the educational needs of their community. This researcher sees this result as a major concern which must be addressed if the superintendents in Nova Scotia are to be effective in the eyes of their strategic constituencies.

Impact of demographic variables on perception. This sub-theme provided a wealth of data which should be developed in a future study. Of the five demographic variables considered in this study, size of the district appeared to have the greatest impact on superintendents' perceptions. Superintendents from smaller districts generally rated themselves as more effective, more influential, and more satisfied with their role. The perception of those superintendents interviewed suggested that the size of the district had a significant impact on the functions that a superintendent is able to perform, the functions that a superintendent can delegate, and the degree of involvement a superintendent can have in school-related functions. That district size affects the role of the superintendent so significantly would suggest that a detailed study on the role of superintendents in different size districts would be beneficial. In my opinion, the discrepancies in role expectation apparent in this study are at least partially the result of the varying district sizes. Years of post-secondary education as a demographic variable showed substantial variation in superintendent responses. Generally, superintendents with more years of formal education perceived themselves as more highly involved in the functions of their role, and they perceived goal setting and establishment of a written philosophy more important to effectiveness. The remaining three demographic variables showed some isolated differences, but no discernible pattern.

Implications

The implications of the findings of this study are presented below under two headings: implications for practice and implications for research.

Implications for Practice

Several implications for practice in the educational organizations of Nova Scotia were extracted from the results of this research. The constituents selected for this study, because of their close organizational proximity to the superintendent's role, were perceived to have the greatest insight into the superintendent's role. Recognizing that other constituent groups also had an impact on the superintendent's role, the following recommendations for practice are proposed:

1. The diverse nature of the role of the superintendent and the variety of expectations of the strategic constituents suggest that superintendents in Nova Scotia should pay more attention to communication with their strategic constituents about their role, and establish, in conjunction with the strategic constituents, the role expectations for the superintendency.

2. As in previous studies (Holmes, 1989; Leithwood and Musella, 1991; Musella, 1991; Wirt, 1990), the reality of the political nature of the superintendent's role was emphasized in this study. The importance of this component of the superintendent's role seems to have been underestimated and its significance should be communicated to the strategic constituents. Conflicting role expectations tend to cause the superintendent to emphasize administrative and managerial functions rather than instructional leadership. The

role of the superintendent has become much more political than educational in nature. For superintendents to provide the visionary leadership necessary for development of an effective organization, renewed efforts must be made to balance these conflicting roles through the utilization of support staff and the delegation of responsibilities to appropriate personnel.

3. As identified in the interviews with superintendents and assistant superintendents, superintendents in Nova Scotia should place a greater emphasis on long-range planning, goal setting, and the development of a written philosophy for their districts. In order to become transformational leaders, superintendents will have to develop the three linking notions advanced by LaRocque and Coleman (1991): "'Reach' conveys the ability of the superintendent to influence the norms and practices of subordinates, and encompasses both 'vision'--the professional norms which shape and guide activities towards a desired future state, and 'range'--the scope and diversity of activities to which the superintendent devotes his or her time and energy" (p. 103).

4. The lack of professional development opportunities for superintendents, identified as an inhibitor to superintendent effectiveness, should be addressed. The areas of greatest professional development need correspond with those identified by Sclafani (1989) for American superintendents. Areas requiring emphasis include collaborative planning, interpersonal communications, human relations, motivation, and visionary leadership.

5. Competence of support staff was highlighted as important for superintendent effectiveness. In response to the concerns expressed in this study by school board chairpersons, superintendents should coordinate an in-depth review of the accountability mechanisms within their districts.

6. Under the direction of the superintendent, district organizations in the province of Nova Scotia should initiate a study of the role of the community in the educational

organization. The current literature and the perceptions of the participants interviewed in this study would suggest such an undertaking is warranted.

7. Superintendents' degree of satisfaction could be enhanced if they communicate openly with their boards about the board's expectations for the superintendent, and if they improve the accountability mechanisms for teachers' and in-school administrators' performance.

Implications for Research

Educational researchers (e.g., Allison, 1989; Bridges, 1982; Hoyle. 1988; and Murphy, 1987) have claimed there was a dearth in research on the superintendency. In relation to the other areas of education, this claim remains true, but more recently many researchers (e.g., Bjork, 1990; Crowson & Morris, 1990; Genge, 1991; Griffin & Chance, 1994; 1991; Holmes, 1989; Konnert & Augenstein, 1990; Leithwood & Musella, 1991; Musella, 1990; Sclafani, 1989; Wirt, 1990) have made major inroads into the study of the superintendency. However, in relation to the importance of this position, far more research is warranted.

This study has highlighted the complexity of the superintendency and the vast array of expectations held for this position by the strategic constituencies. Because of this complexity, no individual study could possibly address the many components requiring investigation. The following recommendations arising from this study are put forward as possible topics for future research involving the superintendency, with particular significance in Nova Scotia, as well as significance to the superintendency in general.

1. The changing role of the superintendent as identified in this study, as well as by Wirt (1990), Musella (1991), and Leithwood and Musella (1991), suggests the need for further research into the role of the superintendent, with the aim of enhancing the content of

administration preparation programs and on-going professional development for senior educational administrators.

2. In light of the changing role of the superintendent, re-evaluation of the role of the superintendent as an instructional leader should be undertaken.

3. The size of the district has significant impacts on the functions that superintendents perform, the satisfaction that they experience, the influence that they feel, and their perception of their effectiveness. The findings in this study suggest that district size influences the expectations held for superintendents. Further research into the impact that district size has on the superintendent's role would be a worthwhile undertaking.

4. In light of the findings related to expectations by different constituent groups, the call for greater accountability, and the major discrepancies between the perceptions of the school board chairpersons and the superintendents, a study should be undertaken to investigate the nature of communications between superintendents and their school boards and the role expectations of each.

5. A study investigating the components of leadership exhibited in the superintendency would add substantially to the literature. The areas most in need of investigation would include planning strategies for educational organizations, communication processes between and among strategic constituencies, delegation of authority, and the political process within the educational organization.

6. In light of the call for greater accountability of educators by the board chairpersons in Nova Scotia, an in-depth study of the accountability mechanisms and a comparison of these mechanisms with those proposed in the literature would help to resolve the obvious concern uncovered in this study.

7. The role of the community in educational decision-making surfaced in this study as a major concern. Some respondents were dismayed at the lack of interest the strategic constituents displayed in the questionnaire results for involving the community in the

educational decision-making process. Further investigation into the community's role in education is warranted.

8. Whereas financial constraint was listed as one of the major inhibitors for superintendent effectiveness--the assumption is made this also refers to district effectiveness--a major investigation into the financing of education, the organization of education in the province, and the expenditure of education dollars should be undertaken.

9. The information generated in this study about the importance of specific job facets to the superintendent's level of satisfaction and the contribution each facet makes to overall satisfaction constitute a new base of information on superintendent job satisfaction. Research in this previously poorly addressed field is overdue.

10. Finally, as this study refers specifically to the superintendency in Nova Scotia, and is generalizable only to that population, a replication of this study in different provinces or states would provide useful information.

Conclusions

The significance of the superintendent's role cannot be overstated in its relationship to the development of an effective educational organization and the corresponding delivery of effective education to the clients of the organization. This study examined the perceptions of the strategic constituents concerning the role, the effectiveness, sources of influence, and job satisfaction of superintendents. The view of the superintendents of Nova Scotia reported in this study support previous research findings identifying the superintendency as a complex, poorly understood, and lonely position with a mandate that is impossible to meet in an organizational environment that is chaotic. Perceptions of those to whom the superintendent must answer (board chairpersons and Department of Education personnel) and of those with whom the superintendent must work closely (assistant superintendents) showed substantial diversity in priorities and philosophies. That superintendents are perceived to be as effective as they are in the organizational milieu in which they are expected to perform, is a reflection of their tenacity, integrity, adaptability, and political awareness.

Clarification of the role expectations of superintendents is essential if school districts are to meet the future demands of their publics. The current state of the superintendent's role inhibits effective educational leadership as incumbents struggle to meet the administrative and managerial demands of their strategic constituencies. More open and direct communications should help to address the diverse expectations placed upon the superintendents by their many and varied publics. Only through role clarification can appropriate effectiveness criteria be developed along with the accountability mechanism to measure this effectiveness. As a direct result of such development, job satisfaction should be enhanced.

This role study necessarily was narrow in focus. Strategic constituencies not represented add to the diversity of the role expectations. Those constituents selected have, in the view of the researcher, the greatest impact on the development of the superintendent's role. A future study could consider the perceptions of other relevant constituents, such as school principals.

The information base developed in this study provides a solid foundation for future role study of the superintendency with practical implications for Nova Scotia education and theoretical implications for the role of the superintendent. The information generated reinforces the view of researchers that the perceptions of the strategic constituencies differ substantially and also adds to the extant literature. The information generated on superintendent job satisfaction adds new information to the satisfaction literature and provides a foundation for future studies in this area.

The major contributions of this study can be summarized as follows:

1. The findings support previous research in recognizing the diversity of expectations held by the various strategic constituents.

2. Conflicting role expectations tend to cause the superintendent to emphasize administrative and managerial functions rather than instructional leadership and cause diminished effectiveness in role performance.

3. The changing role of the superintendent places greater emphasis on the political nature of board relations and decision-making and further removes the superintendent from exercising leadership in instruction.

4. The study of both facet and overall satisfaction provides important information about the changing experiences and attitudes of superintendents and adds substantially to the literature.

5. Superintendents recognized the employment of highly qualified district staff as the most important work aspect for their effectiveness.

Finally, experience with the conceptual frameworks (Figures 2.1 and 2.2) revealed that they were relevant guiding "mental models" throughout the study. Other researchers could use these to benefit in their work.

Personal Reflections

The selection of the topic "The Role of the Superintendent in Nova Scotia" is even more appropriate at the conclusion of this study than it was at its commencement. Current financial restraint, organizational restructuring, and repriorization of educational objectives are foremost in the minds of educators and politicians alike, not only in Nova Scotia, but across the country and the continent. To facilitate these changes, it is essential that we recognize the current organizational structure for what it is, that we reach consensus as to our current educational philosophy, and we identify role parameters for the superintendency.

Leadership is key to the success of any organization. The constituent groups in this study support the position of the superintendent as the educational leader of the district organization. Educational organizations in Nova Scotia (and elsewhere) will have to address the degree to which they will allow their superintendents to lead education into the twenty-first century. Without strategic planning this initiative will be doomed to failure; without long-range budgetary control, such planning is impossible. Without delimitation on the superintendent's role we are destined to continue to develop "Jacks/Jills of all trades." Without a province-wide organizational structure allowing for some consistency within the superintendent's role, the superintendents will continue their lonely existence and continue to be embroiled in what Wirt (1990) called "the ocean of trivial management and storm of conflict" (p. 74).

Historically, superintendents have been recognized as the educational leaders of their organizations. More recently, they have been implored to "do more with less." This mandate created a situation a situation requiring both educational and politicians skills, further removing them from their role as instructional leader. Now, at the conclusion of this study, it is recommended that superintendents consider the philosophy of "doing less with less." The future success of educational organizations and the superintendents who lead these organizations will depend on how successful the organization is at restricting their activities to those priorities the organization can reasonably manage. The financial resources allocated to education, the restructuring efforts of the educational organization, and the development of long-range strategic plans must be focused on the highest priority needs of the community. The educational objective must be to best prepare our clients for life in the global village. The perception of being "all things to all people" is neither possible nor acceptable for effective performance of school superintendents within the educational organization nor for the educational organization within the social structure.

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Appendix A

Questionnaire Package for Superintendent

The Association of Nova Scotia Educational Administrators

P.O. Box 571, Annapolis Royal, N.S., B0S 1A0 *Phone: 532-7818* *Fax: 532-5238*

October 16, 1990

Mr. Brian Murphy
Superintendent of Operations
Pictou District School Board
P. O. Box 911, Westville
Pictou County, Nova Scotia
B0K 2A0

Dear Brian:

In response to your letter of October 9, I have written a memo of support regarding your research project on the "Role of the Superintendent". This memo will be distributed to A.N.S.E.A. members at our Annual Meeting on Friday, October 19. A copy is enclosed for you, to be included in your final dissertation.

I hope this will be satisfactory. If I can be of further assistance, please advise.

Kindest regards,

Sincerely,

J. L. MacDonald
President
A.N.S.E.A.

JLMacD/veb
Enclosure

25 February 1991

To Superintendents of Schools in Nova Scotia:

I wish to encourage you to complete and return the enclosed comprehensive questionnaire sent to you by Mr. Murphy. He shall use the data for his dissertation, which is the last phase of his Ph.D. program. Your cooperation will help us to obtain information that will be valuable for our understanding of the work of school superintendents in Nova Scotia and in Canada in general. Research on the superintendency in Canada has not received the attention that this important position deserves.

For many years, I have conducted research on administrative behavior and job satisfaction; this project is an important addition to that body of research.

Your cooperation will be greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

EAH/tk

January 1991

Mr./Ms. Superintendent
..........District School Board
............, Nova Scotia

Dear ....:

I am writing to request your assistance in completing the enclosed questionnaire on the role of superintendents in Nova Scotia. The questions relate to your tasks and responsibilities, your job satisfaction, and your feelings about your own effectiveness, and sources of influence.

School board chairpersons, assistant superintendents and selected personnel within the Department of Education are also being requested to complete questionnaires on these topics. Only the questionnaires addressed to superintendents cover job satisfaction. Due to the small number of superintendents in Nova Scotia it is very important that all questionnaires are returned. Your cooperation in this study is crucial to the success of this research project.

To ensure that all responses remain anonymous, please take these steps: (1) complete the questionnaire and return it in the enclosed stamped envelope, and (2) return the stamped addressed numbered postcard as a separate mail item. This will permit me to know that you have returned the questionnaire without knowing which questionnaire is yours.

At the conclusion of the study, a summary report will be mailed to all participants who return completed questionnaires.

Thank you very much for your cooperation in this matter.

Yours sincerely,

Brian J. Murphy

DEMOGRAPHIC DATA

	Please provide the requested information or **circle** the appropriate response.		CC
1.	How many schools are located in your district?	_____	5-7
2.	How many principals are employed in your district?	_____	8-10
3.	How many students were enrolled in your district as of 30 September 1990?	_____	11-15
4.	How many full-time equivalent certificated teachers are employed in your district? (Please include all administrative personnel who hold a teaching certificate.)	_____	16-19
5.	How many years of experience do you have in the field of education? (Please count the current year as a full year.)	_____	20-21
6.	How many years of experience do you have in your present position?	_____	22-23
7.	How many years of experience did you have as a school superintendent elsewhere?	_____	24-25
8.	For how many years have you been employed with this school board?	_____	26-27
9.	Are you a resident of the community your district serves? 1. yes _____ 2. no _____		28
10.	What is your gender? 1. male _____ 2. female _____		29
11.	What was your age on 1 January 1991? _____ years		30-31
12.	Please provide the number of years of full-time experience you have in **each** of the following positions:		
	1. assistant superintendent _____		32-33
	2. principal _____		34-35
	3. vice-principal _____		36-37
	4. classroom teacher _____		38-39
	5. supervisor at central office _____		40-41
	6. position with the Department of Education _____		42-43
	7. teaching position at university/college _____		44-45
	8. other (Please specify) ______________________________		46-47
13.	How many years of post-secondary education (as specified for salary purposes) have you completed? _____		48
14.	Which graduate courses/programs have you **completed** in educational administration?		49
	1. no graduate courses _____ 4. M.Ed. _____		
	2. some graduate courses _____ 5. Ed.D. _____		
	3. diploma _____ 6. Ph.D. _____		

ROLE OF THE SCHOOL SUPERINTENDENT

To what extent are you INVOLVED in each of the following functions as a component of your role as school superintendent? Please use the following scale, and CIRCLE the appropriate number.

Not involved	Slightly involved	Moderately involved	Very involved	Highly involved
1	2	3	4	5

	Functions	Extent of your involvement	CC
1.	Participate in meetings with the full board	1 2 3 4 5	50
2.	Participate in meetings with board committees	1 2 3 4 5	51
3.	Develop board meeting agendas	1 2 3 4 5	52
4.	Participate in professional development activities of board members	1 2 3 4 5	53
5.	Write proposals, briefs, and reports on behalf of the district	1 2 3 4 5	54
6.	Promote the school system within the community	1 2 3 4 5	55
7.	Establish channels of communications with the community	1 2 3 4 5	56
8.	Identify priorities for policy development	1 2 3 4 5	57
9.	Develop long-range (3-5 years) plans for the district	1 2 3 4 5	58
10.	Monitor requisitions and purchases of the district	1 2 3 4 5	59
11.	Coordinate personnel recruitment	1 2 3 4 5	60
12.	Participate in discussions about design of schools	1 2 3 4 5	61
13.	Coordinate preparation of the annual budget	1 2 3 4 5	62
14.	Participate in evaluation of educational programs	1 2 3 4 5	63
15.	Participate in evaluation of non-educational programs	1 2 3 4 5	64
16.	Coordinate implementation of policies	1 2 3 4 5	65
17.	Participate in evaluation of schools	1 2 3 4 5	66
18.	Participate in evaluation of in-school administrators	1 2 3 4 5	67
19.	Participate in evaluation of central office administrators	1 2 3 4 5	68
20.	Identify criteria for evaluation of your own performance	1 2 3 4 5	69
21.	Monitor the work of central office staff	1 2 3 4 5	70
22.	Promote professional development for all staff	1 2 3 4 5	71
23.	Establish channels of communication with teachers	1 2 3 4 5	72
24.	Monitor the instructional competence of teachers	1 2 3 4 5	73
25.	Monitor student achievement results	1 2 3 4 5	74
26.	Oversee student suspensions and expulsions	1 2 3 4 5	75
27.	Participate in education activities at the provincial level	1 2 3 4 5	76

ROLE OF THE SCHOOL SUPERINTENDENT (continued)

Not involved 1	Slightly involved 2	Moderately involved 3	Very involved 4	Highly involved 5

	Functions	Extent of your involvement	CC
28.	Participate in activities of professional associations	1 2 3 4 5	77
	Please add any other functions that you consider relevant.		
29.	______________________________	1 2 3 4 5	78
30.	______________________________	1 2 3 4 5	79
31.	______________________________	1 2 3 4 5	80

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following work aspects for the effectiveness of school superintendents by circling the appropriate number:

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

Please also assess YOUR EFFECTIVENESS on each work aspect using this scale:

Not effective	Slightly effective	Moderately effective	Very effective	Highly effective
1	2	3	4	5

	Work aspect	Importance for superintendent's effectiveness	Rating of effectiveness	CC
1.	Establish a written philosophy for the school district	1 2 3 4 5	1 2 3 4 5	5-6
2.	Set clear goals for the school district	1 2 3 4 5	1 2 3 4 5	7-8
3.	Direct staff efforts in reaching school district goals	1 2 3 4 5	1 2 3 4 5	9-10
4.	Conduct long-range (3-5 years) planning	1 2 3 4 5	1 2 3 4 5	11-12
5.	Improve knowledge of school board members about educational practices	1 2 3 4 5	1 2 3 4 5	13-14
6.	Promote trust between the school board and central office staff	1 2 3 4 5	1 2 3 4 5	15-16
7.	Assist the school board to function as a unified body	1 2 3 4 5	1 2 3 4 5	17-18
8.	Develop community support for the school district	1 2 3 4 5	1 2 3 4 5	19-20
9.	Identify educational needs of the community	1 2 3 4 5	1 2 3 4 5	21-22
10.	Communicate with community groups	1 2 3 4 5	1 2 3 4 5	23-24
11.	Involve the public in decision-making	1 2 3 4 5	1 2 3 4 5	25-26
12.	Provide an appropriate work environment	1 2 3 4 5	1 2 3 4 5	27-28
13.	Foster cohesiveness within central office staff	1 2 3 4 5	1 2 3 4 5	29-30
14.	Employ highly qualified central office staff	1 2 3 4 5	1 2 3 4 5	31-32
15.	Employ highly qualified teaching staff	1 2 3 4 5	1 2 3 4 5	33-34
16.	Emphasize academic achievement	1 2 3 4 5	1 2 3 4 5	35-36
17.	Emphasize effective management	1 2 3 4 5	1 2 3 4 5	37-38
18.	Cope with uncertainty	1 2 3 4 5	1 2 3 4 5	39-40
19.	Cope with conflict	1 2 3 4 5	1 2 3 4 5	41-42

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS (continued)

Not important 1	Slightly important 2	Moderately important 3	Very important 4	Highly important 5
Not effective 1	Slightly effective 2	Moderately effective 3	Very effective 4	Highly effective 5

	Work aspect	Importance for superintendent's effectiveness	Rating of effectiveness	CC
20.	Cope with emergencies	1 2 3 4 5	1 2 3 4 5	43-44
21.	Delegate responsibilities to appropriate personnel	1 2 3 4 5	1 2 3 4 5	45-46
22.	Use resources appropriately	1 2 3 4 5	1 2 3 4 5	47-48
23.	Coordinate activities of various groups of 1 employees	2 3 4 5 1	2 3 4 5	49-50
24.	Establish written administrative procedures	1 2 3 4 5	1 2 3 4 5	51-52
25.	Provide feedback to all employees	1 2 3 4 5	1 2 3 4 5	53-54
26.	Promote harmony within the administrative staff	1 2 3 4 5	1 2 3 4 5	55-56
27.	Promote trust between the schools and central office	1 2 3 4 5	1 2 3 4 5	57-58
28.	Clarify role expectations for all employees	1 2 3 4 5	1 2 3 4 5	59-60
29.	Emphasize high standards of teaching performance	1 2 3 4 5	1 2 3 4 5	61-62
30.	Promote professional growth for all employees	1 2 3 4 5	1 2 3 4 5	63-64
31.	Improve morale of employees	1 2 3 4 5	1 2 3 4 5	65-66
32.	Increase job satisfaction of employees	1 2 3 4 5	1 2 3 4 5	67-68
33.	Establish an evaluation program for all employees	1 2 3 4 5	1 2 3 4 5	69-70
34.	Increase commitment, dedication and loyalty of the school district's educators	1 2 3 4 5	1 2 3 4 5	71-72
35.	Your overall effectiveness as a superintendent		1 2 3 4 5	73

Please add any other aspects you consider relevant to your effectiveness.

36________________________________	1 2 3 4 5	1 2 3 4 5	
37.________________________________	1 2 3 4 5	1 2 3 4 5	
38.________________________________	1 2 3 4 5	1 2 3 4 5	

SOURCES OF INFLUENCE OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following sources of influence of school superintendents by circling the appropriate number.

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

Please also assess the contribution of each source to your influence as a school superintendent:

No influence	Slightly influential	Moderately influential	Very influential	Highly influential
1	2	3	4	5

	Source	Importance for superintendent's influence	Contribution to your influence	CC
1.	Authority of your position as school superintendent	1 2 3 4 5	1 2 3 4 5	5-6
2.	Your personal qualities	1 2 3 4 5	1 2 3 4 5	7-8
3.	Your knowledge about education	1 2 3 4 5	1 2 3 4 5	9-10
4.	Your ability to be innovative	1 2 3 4 5	1 2 3 4 5	11-12
5.	Your expertise as an administrator	1 2 3 4 5	1 2 3 4 5	13-14
6.	Your willingness to recognize efforts and achievements of others	1 2 3 4 5	1 2 3 4 5	15-16
7.	Your techniques to encourage others to meet school district standards of performance	1 2 3 4 5	1 2 3 4 5	17-18
8.	Your overall experience in education	1 2 3 4 5	1 2 3 4 5	19-20
9.	Your overall experience outside education	1 2 3 4 5	1 2 3 4 5	21-22
10.	Your relationships with individual school board members	1 2 3 4 5	1 2 3 4 5	23-24
11.	Your relationship with the school board as a corporate body	1 2 3 4 5	1 2 3 4 5	25-26
12.	Your delegation of authority	1 2 3 4 5	1 2 3 4 5	27-28
13.	Your overall level of influence as a school superintendent		1 2 3 4 5	29

14. Please identify other sources of influence for school superintendents that are not listed above.

(a	______________________________	1 2 3 4 5	1 2 3 4 5
(b)	______________________________	1 2 3 4 5	1 2 3 4 5
(c)	______________________________	1 2 3 4 5	1 2 3 4 5

JOB SATISFACTION

Please assess the IMPORTANCE of the following dimensions of job satisfaction for school superintendents by circling the appropriate number.

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

Please also assess YOUR DEGREE OF SATISFACTION with each job facet using this scale:

Not satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Highly satisfied
1	2	3	4	5

	Job facets	Importance for superintendent's job satisfaction	Your satisfaction	CC
1.	Degree of influence your position provides in decision-making in your school district	1 2 3 4 5	1 2 3 4 5	30-31
2.	Degree of influence your position provides in decision-decision-making in the province	1 2 3 4 5	1 2 3 4 5	32-33
3.	Clarity of the school board's role expectations for you	1 2 3 4 5	1 2 3 4 5	34-35
4.	Degree of administrative autonomy granted to you by your school board	1 2 3 4 5	1 2 3 4 5	36-37
5.	Degree of support provided to you by your school board	1 2 3 4 5	1 2 3 4 5	38-39
6.	Your relationship with your school board chairperson	1 2 3 4 5	1 2 3 4 5	40-41
7.	Your relationships with school board members	1 2 3 4 5	1 2 3 4 5	42-43
8.	Manner in which your work is evaluated by the school board	1 2 3 4 5	1 2 3 4 5	44-45
9.	Appreciation shown by the school board for your efforts	1 2 3 4 5	1 2 3 4 5	46-47
10.	Openness of communications between you and your school board	1 2 3 4 5	1 2 3 4 5	48-49
11.	Availability of support staff to assist you	1 2 3 4 5	1 2 3 4 5	50-51
12.	Availability of certified staff to assist you	1 2 3 4 5	1 2 3 4 5	52-53
13.	Number of hours you are required to work by the demands of your job	1 2 3 4 5	1 2 3 4 5	54-55
14.	Procedures for negotiating your salary and benefits	1 2 3 4 5	1 2 3 4 5	56-57
15.	Flexibility to manage your schedule	1 2 3 4 5	1 2 3 4 5	58-59
16.	Your salary	1 2 3 4 5	1 2 3 4 5	60-61
17.	Your negotiated benefits	1 2 3 4 5	1 2 3 4 5	62-63
18.	Your job security	1 2 3 4 5	1 2 3 4 5	64-65

JOB SATISFACTION (continued)

Not important 1	Slightly important 2	Moderately important 3	Very important 4	Highly important 5
Not satisfied 1	Slightly satisfied 2	Moderately satisfied 3	Very satisfied 4	Highly satisfied 5

	Job facets	Importance for superintendent's job satisfaction	Your satisfaction	CC
19.	Effect of the job on your personal life	1 2 3 4 5	1 2 3 4 5	66-67
20.	Your relationships with central office staff	1 2 3 4 5	1 2 3 4 5	68-69
21.	Your relationships with in-school administrators	1 2 3 4 5	1 2 3 4 5	5-6
22.	Your relationships with teachers	1 2 3 4 5	1 2 3 4 5	7-8
23.	Competence of in-school administrators	1 2 3 4 5	1 2 3 4 5	9-10
24.	Competence of teachers	1 2 3 4 5	1 2 3 4 5	11-12
25.	Financial support provided to your school district	1 2 3 4 5	1 2 3 4 5	13-14
26.	Quality of central office physical facilities	1 2 3 4 5	1 2 3 4 5	15-16
27.	Status accorded school superintendents by society	1 2 3 4 5	1 2 3 4 5	17-18
28.	Your sense of accomplishment as a school superintendent	1 2 3 4 5	1 2 3 4 5	19-20
29.	The degree of challenge in your job	1 2 3 4 5	1 2 3 4 5	21-22
30.	Your overall feeling of satisfaction with your job		1 2 3 4 5	23

31. Which **three aspects** of your job contribute most to **your overall job satisfaction**?

(a) ______________________________

(b) ______________________________

(c) ______________________________

32. Identify up to **three aspects** of your job with which you are dissatisfied.

(a) ______________________________

(b) ______________________________

(c) ______________________________

Please add any comments that you wish to make on the topics of role, effectiveness, sources of influence, or
job satisfaction of school superintendents.

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Appendix B

Questionnaire Package for Assistant Superintendent

The Association of Nova Scotia Educational Administrators

P.O. Box 571, Annapolis Royal, N.S., B0S 1A0 *Phone: 532-7818* *Fax: 532-5238*

October 16, 1990

Mr. Brian Murphy
Superintendent of Operations
Pictou District School Board
P. O. Box 911, Westville
Pictou County, Nova Scotia
B0K 2A0

Dear Brian:

In response to your letter of October 9, I have written a memo of support regarding your research project on the "Role of the Superintendent". This memo will be distributed to A.N.S.E.A. members at our Annual Meeting on Friday, October 19. A copy is enclosed for you, to be included in your final dissertation.

I hope this will be satisfactory. If I can be of further assistance, please advise.

Kindest regards,

Sincerely,

J. L. MacDonald
President
A.N.S.E.A.

JLMacD/veb
Enclosure

25 February 1991

To Assistant Superintendents of Schools in Nova Scotia:

I wish to encourage you to complete and return the enclosed comprehensive questionnaire sent to you by Mr. Murphy. He shall use the data for his dissertation, which is the last phase of his Ph.D. program. Your cooperation will help us to obtain information that will be valuable for our understanding of the work of school superintendents in Nova Scotia and in Canada in general. Research on the superintendency in Canada has not received the attention that this important position deserves.

For many years, I have conducted research on administrative behavior and job satisfaction; this project is an important addition to that body of research.

Your cooperation will be greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

EAH/tk

January, 1991

Mr/Ms Assistant Superintendent
..........District School Board
............, Nova Scotia

Dear ....:

I am writing to request your assistance in completing the enclosed questionnaire for Assistant Superintendents. The purpose of the study is to learn more about the role of the superintendent in Nova Scotia. The questions relate to the superintendent's tasks and responsibilities, their effectiveness,and their level of influence.

The study pays special attention to the role of the superintendent and their effectiveness and seeks the opinions of superintendents, board chairpersons and selected personnel within the Department of Education, as well as assistant superintendents. The questionnaire addressed to superintendents also covers job satisfaction. Due to the small number of Assistant Superintendents in Nova Scotia it is very important that all questionnaires are returned. Your cooperation in this matter is crucial to the success of this research project.

To ensure that all responses remain anonymous, please take these steps: (1) complete the questionnaire and return it in the enclosed stamped envelope, and (2) return the stamped addressed numbered postcard as a separate mail item. This will permit me to know that you have returned the questionnaire without knowing which questionnaire is yours.

At the conclusion of the study, a summary report will be mailed to all participants who return completed questionnaires.

Thank you very much for your cooperation in this matter.

Yours sincerely,

Brian J. Murphy

ROLE OF THE SCHOOL SUPERINTENDENT

To what extent do you consider that each of the following functions are INVOLVED as a component of the ROLE OF THE SCHOOL SUPERINTENDENT? Please use the following scale, and CIRCLE the appropriate number.

Not involved	Slightly involved	Moderately involved	Very involved	Highly involved
1	2	3	4	5

	Functions	Extent of involvement	CC
1.	Participate in meetings with the full board	1 2 3 4 5	50
2.	Participate in meetings with board committees	1 2 3 4 5	51
3.	Develop board meeting agendas	1 2 3 4 5	52
4.	Participate in professional development activities with board members	1 2 3 4 5	53
5.	Write proposals, briefs, and reports on behalf of the district	1 2 3 4 5	54
6.	Promote the school system within the community	1 2 3 4 5	55
7.	Establish channels of communications with the community	1 2 3 4 5	56
8.	Identify priorities for policy development	1 2 3 4 5	57
9.	Develop long-range (3-5 years) plans for the district	1 2 3 4 5	58
10.	Monitor requisitions and purchases of the district	1 2 3 4 5	59
11.	Coordinate personnel recruitment	1 2 3 4 5	60
12.	Participate in discussions about design of schools	1 2 3 4 5	61
13.	Coordinate preparation of the annual budget	1 2 3 4 5	62
14.	Monitor in evaluation of educational programs	1 2 3 4 5	63
15.	Monitor in evaluation of non-educational programs	1 2 3 4 5	64
16.	Coordinate implementation of policy	1 2 3 4 5	65
17.	Monitor evaluation of schools	1 2 3 4 5	66
18.	Monitor the evaluation of in-school administrators	1 2 3 4 5	67
19.	Monitor the evaluation of central office administrators	1 2 3 4 5	68
20.	Assist the board in the evaluation of their (superintendent) performance	1 2 3 4 5	69
21.	Monitor the work of central office staff	1 2 3 4 5	70
22.	Promote professional development for all staff	1 2 3 4 5	71
23.	Establish channels of communication with teachers	1 2 3 4 5	72
24.	Monitor the instructional competence of teachers	1 2 3 4 5	73
25.	Monitor student achievement results	1 2 3 4 5	74
26.	Oversee student suspensions and expulsions	1 2 3 4 5	75

ROLE OF THE SCHOOL SUPERINTENDENT (continued)

Not involved 1	Slightly involved 2	Moderately involved 3	Very involved 4	Highly involved 5

	Functions	Extent of your involvement	CC
27.	Participate in educational activities at the provincial level	1 2 3 4 5	76
28.	Participate in activities of professional associations	1 2 3 4 5	77
	Please add any other functions that you consider relevant.		
29.	______________________________	1 2 3 4 5	78
30.	______________________________	1 2 3 4 5	79
31.	______________________________	1 2 3 4 5	80

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following work aspects for the effectiveness of school superintendents by circling the appropriate number:

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

	Work aspect	Importance for effectiveness	CC
1.	Establish a written school philosophy for the school district	1 2 3 4 5	5
2.	Set clear goals for the school district	1 2 3 4 5	7
3.	Direct staff efforts in reaching school district goals	1 2 3 4 5	9
4.	Conduct long-range (3-5 years) planning	1 2 3 4 5	11
5.	Improve knowledge of school board members about educational practises	1 2 3 4 5	13
6.	Promote trust between the school board and central office staff	1 2 3 4 5	15
7.	Assist the school board to function as a unified body	1 2 3 4 5	17
8.	Develop community support for the school district	1 2 3 4 5	19
9.	Identify educational needs of the community	1 2 3 4 5	21
10.	Communicate with community groups	1 2 3 4 5	23
11.	Involve the community in decision-making	1 2 3 4 5	25
12.	Provide an appropriate work environment	1 2 3 4 5	27
13.	Foster cohesiveness within central office staff	1 2 3 4 5	29
14.	Employ highly qualified central office staff	1 2 3 4 5	31
15.	Employ high qualified teaching staff	1 2 3 4 5	33
16.	Emphasize academic achievement	1 2 3 4 5	35
17.	Emphasize effective management	1 2 3 4 5	37
18.	Cope with uncertainty	1 2 3 4 5	39
19.	Cope with conflict	1 2 3 4 5	41
20.	Cope with emergencies	1 2 3 4 5	43
21.	Delegate responsibilities to appropriate personnel	1 2 3 4 5	45
22.	Use resources appropriately	1 2 3 4 5	47
23.	Coordinate activities of various groups of employees	1 2 3 4 5	49
24.	Establish written administrative procedures	1 2 3 4 5	51
25.	Provide feedback to employees	1 2 3 4 5	53
26.	Promote harmony within the administrative staff	1 2 3 4 5	55

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS (continued)

Not important 1	Slightly important 2	Moderately important 3	Very important 4	Highly important 5

	Work aspect	Importance for effectiveness	CC
27.	Promote trust between the schools and central office	1 2 3 4 5	57
28.	Clarify role expectations for employees	1 2 3 4 5	59
29.	Emphasize high standards of teaching performance	1 2 3 4 5	61
30.	Promote professional growth of employees	1 2 3 4 5	63
31.	Improve morale of employees	1 2 3 4 5	65
32.	Increase job satisfaction of employees	1 2 3 4 5	67
33.	Establish an evaluation program for employees	1 2 3 4 5	69
34.	Increase commitment, dedication and loyalty of the school district's educators	1 2 3 4 5	71
	Please add any other aspects you consider relevant to your effectiveness.		
35.	______________________________	1 2 3 4 5	
36.	______________________________	1 2 3 4 5	
37.	______________________________	1 2 3 4 5	

SOURCES OF INFLUENCE OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following sources of influence of school superintendents by circling the appropriate number.

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

	Source	Importance for superintendent's influence	CC
1.	Authority of the school superintendent's position	1 2 3 4 5	5
2.	Superintendent's personal characteristics	1 2 3 4 5	7
3.	Superintendent's knowledge about education	1 2 3 4 5	9
4.	Superintendent's ability to innovate	1 2 3 4 5	11
5.	Superintendent's expertise as an administrator	1 2 3 4 5	13
6.	Superintendent's willingness to recognize efforts and achievements of others	1 2 3 4 5	15
7.	Superintendent's use of techniques to encourage others to meet school district standards of performance	1 2 3 4 5	17
8.	Superintendent's overall experience in education	1 2 3 4 5	19
9.	Superintendent's overall experience outside educaton	1 2 3 4 5	21
10.	Superintendent's relationships with individual school board members	1 2 3 4 5	23
11.	Superintendent's relationship with the school board as a corporate body	1 2 3 4 5	25
12.	Superintendent's delegation of authority	1 2 3 4 5	27
13.	Please identify other sources of influence for superintendents that are not listed above.		
	(a) ____________________	1 2 3 4 5	
	(b) ____________________	1 2 3 4 5	
	(c) ____________________	1 2 3 4 5	

Please add any comments that you wish to make on the topics of role, effectiveness, and sources of influence of school superintendents.

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Appendix C

Questionnaire Package for School Board Chairperson

25 February 1991

To Chairpersons of School Boards in Nova Scotia:

I wish to encourage you to complete and return the enclosed comprehensive questionnaire sent to you by Mr. Murphy. He shall use the data for his dissertation, which is the last phase of his Ph.D. program. Your cooperation will help us to obtain information that will be valuable for our understanding of the work of school superintendents in Nova Scotia and in Canada in general. Research on the superintendency in Canada has not received the attention that this important position deserves.

For many years, I have conducted research on administrative behavior and job satisfaction; this project is an important addition to that body of research.

Your cooperation will be greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

EAH/tk

January 1991

Mr./Ms. Chairperson
..........District School Board
............, Nova Scotia

Dear ....:

I am writing to request your assistance in completing the enclosed questionnaire for Chairpersons. The purpose of the study is to learn more about the role of the superintendent in Nova Scotia. The questions relate to the superintendent's tasks and responsibilities, their effectiveness,and their level of influence.

The study pays special attention to the role of the superintendent and their effectiveness and seeks the opinions of superintendents, assistant superintendents, and selected personnel within the Department of Education, as well as board chairpersons. The questionnaire addressed to superintendents also covers job satisfaction. Due to the small number of chairpersons in Nova Scotia it is very important that all questionnaires are returned. Your cooperation in this matter is crucial to the success of this research project.

To insure that all responses remain anonymous, please take these steps: (1) complete the questionnaire and return it in the enclosed stamped envelope, and (2) return the stamped addressed numbered postcard as a separate mail item. This will permit me to know that you have returned the questionnaire without knowing which questionnaire is yours.

At the conclusion of the study, a summary report will be mailed to all participants who return completed questionnaires.

Thank you very much for your cooperation in this matter.

Yours sincerely,

Brian J. Murphy

ROLE OF THE SCHOOL SUPERINTENDENT

To what extent do you consider that each of the following functions are INVOLVED as a component of the ROLE OF THE SCHOOL SUPERINTENDENT? Please use the following scale, and CIRCLE the appropriate number.

Not involved 1	Slightly involved 2	Moderately involved 3	Very involved 4	Highly involved 5

	Functions	Extent of involvement	CC
1.	Participate in meetings with the full board	1 2 3 4 5	50
2.	Participate in meetings with board committees	1 2 3 4 5	51
3.	Develop board meeting agendas	1 2 3 4 5	52
4.	Participate in professional development activities with board members	1 2 3 4 5	53
5.	Write proposals, briefs, and reports on behalf of the district	1 2 3 4 5	54
6.	Promote the school system within the community	1 2 3 4 5	55
7.	Establish channels of communications with the community	1 2 3 4 5	56
8.	Identify priorities for policy development	1 2 3 4 5	57
9.	Develop long-range (3-5 years) plans for the district	1 2 3 4 5	58
10.	Monitor requisitions and purchases of the district	1 2 3 4 5	59
11.	Coordinate personnel recruitment	1 2 3 4 5	60
12.	Participate in discussions about design of schools	1 2 3 4 5	61
13.	Coordinate preparation of the annual budget	1 2 3 4 5	62
14.	Monitor in evaluation of educational programs	1 2 3 4 5	63
15.	Monitor in evaluation of non-educational programs	1 2 3 4 5	64
16.	Coordinate implementation of policy	1 2 3 4 5	65
17.	Monitor evaluation of schools	1 2 3 4 5	66
18.	Monitor the evaluation of in-school administrators	1 2 3 4 5	67
19.	Monitor the evaluation of central office administrators	1 2 3 4 5	68
20.	Assist the board in the evaluation of their (superintendent) performance	1 2 3 4 5	69
21.	Monitor the work of central office staff	1 2 3 4 5	70
22.	Promote professional development for all staff	1 2 3 4 5	71
23.	Establish channels of communication with teachers	1 2 3 4 5	72
24.	Monitor the instructional competence of teachers	1 2 3 4 5	73
25.	Monitor student achievement results	1 2 3 4 5	74
26.	Oversee student suspensions and expulsions	1 2 3 4 5	75

ROLE OF THE SCHOOL SUPERINTENDENT (continued)

Not involved 1	Slightly involved 2	Moderately involved 3	Very involved 4	Highly involved 5

	Functions	Extent of your involvement	CC
27.	Participate in educational activities at the provincial level	1 2 3 4 5	76
28.	Participate in activities of professional associations	1 2 3 4 5	77
	Please add any other functions that you consider relevant.		
29.	________________	1 2 3 4 5	78
30.	________________	1 2 3 4 5	79
31.	________________	1 2 3 4 5	80

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following work aspects for the effectiveness of school superintendents by circling the appropriate number:

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

	Work aspect	Importance for effectiveness	CC
1.	Establish a written school philosophy for the school district	1 2 3 4 5	5
2.	Set clear goals for the school district	1 2 3 4 5	7
3.	Direct staff efforts in reaching school district goals	1 2 3 4 5	9
4.	Conduct long-range (3-5 years) planning	1 2 3 4 5	11
5.	Improve knowledge of school board members about educational practises	1 2 3 4 5	13
6.	Promote trust between the school board and central office staff	1 2 3 4 5	15
7.	Assist the school board to function as a unified body	1 2 3 4 5	17
8.	Develop community support for the school district	1 2 3 4 5	19
9.	Identify educational needs of the community	1 2 3 4 5	21
10.	Communicate with community groups	1 2 3 4 5	23
11.	Involve the community in decision-making	1 2 3 4 5	25
12.	Provide an appropriate work environment	1 2 3 4 5	27
13.	Foster cohesiveness within central office staff	1 2 3 4 5	29
14.	Employ highly qualified central office staff	1 2 3 4 5	31
15.	Employ high qualified teaching staff	1 2 3 4 5	33
16.	Emphasize academic achievement	1 2 3 4 5	35
17.	Emphasize effective management	1 2 3 4 5	37
18.	Cope with uncertainty	1 2 3 4 5	39
19.	Cope with conflict	1 2 3 4 5	41
20.	Cope with emergencies	1 2 3 4 5	43
21.	Delegate responsibilities to appropriate personnel	1 2 3 4 5	45
22.	Use resources appropriately	1 2 3 4 5	47
23.	Coordinate activities of various groups of employees	1 2 3 4 5	49
24.	Establish written administrative procedures	1 2 3 4 5	51
25.	Provide feedback to employees	1 2 3 4 5	53
26.	Promote harmony within the administrative staff	1 2 3 4 5	55

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS (continued)

Not important 1	Slightly important 2	Moderately important 3	Very important 4	Highly important 5

	Work aspect	Importance for effectiveness	CC
27.	Promote trust between the schools and central office	1 2 3 4 5	57
28.	Clarify role expectations for employees	1 2 3 4 5	59
29.	Emphasize high standards of teaching performance	1 2 3 4 5	61
30.	Promote professional growth of employees	1 2 3 4 5	63
31.	Improve morale of employees	1 2 3 4 5	65
32.	Increase job satisfaction of employees	1 2 3 4 5	67
33.	Establish an evaluation program for employees	1 2 3 4 5	69
34.	Increase commitment, dedication and loyalty of the school district's educators	1 2 3 4 5	71
	Please add any other aspects you consider relevant to your effectiveness.		
35.	____________________	1 2 3 4 5	
36.	____________________	1 2 3 4 5	
37.	____________________	1 2 3 4 5	

SOURCES OF INFLUENCE OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following sources of influence of school superintendents by circling the appropriate number.

Not important 1	Slightly important 2	Moderately important 3	Very important 4	Highly important 5

	Source	Importance for superintendent's influence	CC
1.	Authority of the school superintendent's position	1 2 3 4 5	5
2.	Superintendent's personal characteristics	1 2 3 4 5	7
3.	Superintendent's knowledge about education	1 2 3 4 5	9
4.	Superintendent's ability to innovate	1 2 3 4 5	11
5.	Superintendent's expertise as an administrator	1 2 3 4 5	13
6.	Superintendent's willingness to recognize efforts and achievements of others	1 2 3 4 5	15
7.	Superintendent's use of techniques to encourage others to meet school district standards of performance	1 2 3 4 5	17
8.	Superintendent's overall experience in education	1 2 3 4 5	19
9.	Superintendent's overall experience outside educaton	1 2 3 4 5	21
10.	Superintendent's relationships with individual school board members	1 2 3 4 5	23
11.	Superintendent's relationship with the school board as a corporate body	1 2 3 4 5	25
12.	Superintendent's delegation of authority	1 2 3 4 5	27
13.	Please identify other sources of influence for superintendents that are not listed above.		
	(a) ______________________________	1 2 3 4 5	
	(b) ______________________________	1 2 3 4 5	
	(c) ______________________________	1 2 3 4 5	

Please add any comments that you wish to make on the topics of role, effectiveness, and sources of influence of school superintendents.

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Appendix D

Questionnaire Package for Department of Education Personnel

25 February 1991

To Department of Education Staff in Nova Scotia:

I wish to encourage you to complete and return the enclosed comprehensive questionnaire sent to you by Mr. Murphy. He shall use the data for his dissertation, which is the last phase of his Ph.D. program. Your cooperation will help us to obtain information that will be valuable for our understanding of the work of school superintendents in Nova Scotia and in Canada in general. Research on the superintendency in Canada has not received the attention that this important position deserves.

For many years, I have conducted research on administrative behavior and job satisfaction; this project is an important addition to that body of research.

Your cooperation will be greatly appreciated.

Yours sincerely,

E. A. Holdaway, Ph.D.
Professor

EAH/tk

January 1991

Mr./Ms.Department of Education Personnel
..........Department of Education
Halifax, Nova Scotia

Dear ....:

I am writing to request your assistance in completing the enclosed questionnaire for Department of Education personnel. The purpose of the study is to learn more about the role of the superintendent in Nova Scotia. The questions relate to the superintendent's tasks and responsibilities, their effectiveness, and their level of influence.

The study pays special attention to the role of the superintendent and their effectiveness and seeks the opinions of superintendents, assistant superintendents, and selected board chairpersons, as well as selected personnel within the Department of Education. The questionnaire addressed to superintendents also covers job satisfaction. Due to the small sample size of selected personnel from the Department of Education it is very important that all questionnaires are returned. Your cooperation in this matter is crucial to the success of this research project.

To insure that all responses remain anonymous, please take these steps: (1) complete the questionnaire and return it in the enclosed stamped envelope, and (2) return the stamped addressed numbered postcard as a separate mail item. This will permit me to know that you have returned the questionnaire without knowing which questionnaire is yours.

At the conclusion of the study, a summary report will be mailed to all participants who return completed questionnaires.

Thank you very much for your cooperation in this matter.

Yours sincerely,

Brian J. Murphy

ROLE OF THE SCHOOL SUPERINTENDENT

To what extent do you consider that each of the following functions are INVOLVED as a component of the ROLE OF THE SCHOOL SUPERINTENDENT? Please use the following scale, and CIRCLE the appropriate number.

Not involved	Slightly involved	Moderately involved	Very involved	Highly involved
1	2	3	4	5

	Functions	Extent of involvement	CC
1.	Participate in meetings with the full board	1 2 3 4 5	50
2.	Participate in meetings with board committees	1 2 3 4 5	51
3.	Develop board meeting agendas	1 2 3 4 5	52
4.	Participate in professional development activities with board members	1 2 3 4 5	53
5.	Write proposals, briefs, and reports on behalf of the district	1 2 3 4 5	54
6.	Promote the school system within the community	1 2 3 4 5	55
7.	Establish channels of communications with the community	1 2 3 4 5	56
8.	Identify priorities for policy development	1 2 3 4 5	57
9.	Develop long-range (3-5 years) plans for the district	1 2 3 4 5	58
10.	Monitor requisitions and purchases of the district	1 2 3 4 5	59
11.	Coordinate personnel recruitment	1 2 3 4 5	60
12.	Participate in discussions about design of schools	1 2 3 4 5	61
13.	Coordinate preparation of the annual budget	1 2 3 4 5	62
14.	Monitor in evaluation of educational programs	1 2 3 4 5	63
15.	Monitor in evaluation of non-educational programs	1 2 3 4 5	64
16.	Coordinate implementation of policy	1 2 3 4 5	65
17.	Monitor evaluation of schools	1 2 3 4 5	66
18.	Monitor the evaluation of in-school administrators	1 2 3 4 5	67
19.	Monitor the evaluation of central office administrators	1 2 3 4 5	68
20.	Assist the board in the evaluation of their (superintendent) performance	1 2 3 4 5	69
21.	Monitor the work of central office staff	1 2 3 4 5	70
22.	Promote professional development for all staff	1 2 3 4 5	71
23.	Establish channels of communication with teachers	1 2 3 4 5	72
24.	Monitor the instructional competence of teachers	1 2 3 4 5	73
25.	Monitor student achievement results	1 2 3 4 5	74
26.	Oversee student suspensions and expulsions	1 2 3 4 5	75

ROLE OF THE SCHOOL SUPERINTENDENT (continued)

Not involved 1	Slightly involved 2	Moderately involved 3	Very involved 4	Highly involved 5

	Functions	Extent of your involvement	CC
27.	Participate in educational activities at the provincial level	1 2 3 4 5	76
28.	Participate in activities of professional associations	1 2 3 4 5	77
	Please add any other functions that you consider relevant.		
29.	____________________	1 2 3 4 5	78
30.	____________________	1 2 3 4 5	79
31.	____________________	1 2 3 4 5	80

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following work aspects for the effectiveness of school superintendents by circling the appropriate number:

Not important 1	Slightly important 2	Moderately important 3	Very important 4	Highly important 5

	Work aspect	Importance for effectiveness	CC
1.	Establish a written school philosophy for the school district	1 2 3 4 5	5
2.	Set clear goals for the school district	1 2 3 4 5	7
3.	Direct staff efforts in reaching school district goals	1 2 3 4 5	9
4.	Conduct long-range (3-5 years) planning	1 2 3 4 5	11
5.	Improve knowledge of school board members about educational practises	1 2 3 4 5	13
6.	Promote trust between the school board and central office staff	1 2 3 4 5	15
7.	Assist the school board to function as a unified body	1 2 3 4 5	17
8.	Develop community support for the school district	1 2 3 4 5	19
9.	Identify educational needs of the community	1 2 3 4 5	21
10.	Communicate with community groups	1 2 3 4 5	23
11.	Involve the community in decision-making	1 2 3 4 5	25
12.	Provide an appropriate work environment	1 2 3 4 5	27
13.	Foster cohesiveness within central office staff	1 2 3 4 5	29
14.	Employ highly qualified central office staff	1 2 3 4 5	31
15.	Employ high qualified teaching staff	1 2 3 4 5	33
16.	Emphasize academic achievement	1 2 3 4 5	35
17.	Emphasize effective management	1 2 3 4 5	37
18.	Cope with uncertainty	1 2 3 4 5	39
19.	Cope with conflict	1 2 3 4 5	41
20.	Cope with emergencies	1 2 3 4 5	43
21.	Delegate responsibilities to appropriate personnel	1 2 3 4 5	45
22.	Use resources appropriately	1 2 3 4 5	47
23.	Coordinate activities of various groups of employees	1 2 3 4 5	49
24.	Establish written administrative procedures	1 2 3 4 5	51
25.	Provide feedback to employees	1 2 3 4 5	53
26.	Promote harmony within the administrative staff	1 2 3 4 5	55

EFFECTIVENESS OF SCHOOL SUPERINTENDENTS (continued)

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

	Work aspect	Importance for effectiveness	CC
27.	Promote trust between the schools and central office	1 2 3 4 5	57
28.	Clarify role expectations for employees	1 2 3 4 5	59
29.	Emphasize high standards of teaching performance	1 2 3 4 5	61
30.	Promote professional growth of employees	1 2 3 4 5	63
31.	Improve morale of employees	1 2 3 4 5	65
32.	Increase job satisfaction of employees	1 2 3 4 5	67
33.	Establish an evaluation program for employees	1 2 3 4 5	69
34.	Increase commitment, dedication and loyalty of the school district's educators	1 2 3 4 5	71
	Please add any other aspects you consider relevant to your effectiveness.		
35.	______________________________	1 2 3 4 5	
36.	______________________________	1 2 3 4 5	
37.	______________________________	1 2 3 4 5	

SOURCES OF INFLUENCE OF SCHOOL SUPERINTENDENTS

Please assess the IMPORTANCE of the following sources of influence of school superintendents by circling the appropriate number.

Not important	Slightly important	Moderately important	Very important	Highly important
1	2	3	4	5

	Source	Importance for superintendent's influence	CC
1.	Authority of the school superintendent's position	1 2 3 4 5	5
2.	Superintendent's personal characteristics	1 2 3 4 5	7
3.	Superintendent's knowledge about education	1 2 3 4 5	9
4.	Superintendent's ability to innovate	1 2 3 4 5	11
5.	Superintendent's expertise as an administrator	1 2 3 4 5	13
6.	Superintendent's willingness to recognize efforts and achievements of others	1 2 3 4 5	15
7.	Superintendent's use of techniques to encourage others to meet school district standards of performance	1 2 3 4 5	17
8.	Superintendent's overall experience in education	1 2 3 4 5	19
9.	Superintendent's overall experience outside educaton	1 2 3 4 5	21
10.	Superintendent's relationships with individual school board members	1 2 3 4 5	23
11.	Superintendent's relationship with the school board as a corporate body	1 2 3 4 5	25
12.	Superintendent's delegation of authority	1 2 3 4 5	27
13.	Please identify other sources of influence for superintendents that are not listed above.		
	(a) ______________________	1 2 3 4 5	
	(b) ______________________	1 2 3 4 5	
	(c) ______________________	1 2 3 4 5	

Please add any comments that you wish to make on the topics of role, effectiveness, and sources of influence of school superintendents.

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Appendix E

Follow-up Letters and Response Cards

Business
Reply Mail
No Postage Stamp
Necessary if mailed
in Canada

Canada Post Postes Canada
103

Postage will be paid by

Brian J. Murphy
Pictou District School Board
P.O. Box 716
New Glasgow
Nova Scotia B2H 9Z9

Respondent Number ____________________

☐ I have completed and mailed the questionnaire on the role of the school superintendent in Nova Scotia.

☐ I am willing to be interviewed.

Please mail this card at the same time that you mail the completed questionnaire.

Thank you for your co-operation.

Business
Reply Mail
No Postage Stamp
Necessary if mailed
in Canada

Canada Post Postes Canada
103

Postage will be paid by

Brian J. Murphy
Pictou District School Board
P.O. Box 716
New Glasgow
Nova Scotia B2H 9Z9

Respondent Number ____________________

Please check one of the following responses concerning the questionnaire on the role of the school superintendent in Nova Scotia.

- ☐ I have completed and mailed the questionnaire and card.
- ☐ I have completed and mailed the questionnaire, but not the card.
- ☐ I have not received the questionnaire.
- ☐ I have received the questionnaire and card and shall complete and mail the questionnaire.
- ☐ I shall not complete the questionnaire.

THANK YOU

31 September 1991

Dear

I wish to take this opportunity to express my sincere thanks for taking the time to complete the questionnaire that was mailed to you this past year. I am currently working on the data analysis which will provide the information necessary for conducting interviews. The rate of return from superintendents was very encouraging and the information provided is proving to be very beneficial to the study. I will be commencing interviews this winter and look forward to having an opportunity to discuss this study with a few of you.
Until such time let me once again thank you for your very valuable input and the time you so unselfishly gave from an extremely busy schedule. I will send to you a copy of the results upon conclusion of the study.

Your cooperation is greatly appreciated.

Yours sincerely,

Brian J. Murphy

Appendix F

Interview Schedule for Superintendents, Assistant Superintendents, Board Chairpersons, And Department of Education Personnel

Interview Schedule

1. In the survey addressing Role of the Superintendent, Superintendents identified the following as the five most important functions of the Superintendent (of 28) in order of priority:

1. Participate in meetings with the full board.
2. Write proposals, briefs, and reports on behalf of the district.
3. Develop board meeting agendas.
4. Participate in meetings with board committees.
5. Participate in professional development activities with board members.

A. How do these findings compare with your perception?
B. Do you have any general comments about these findings?

2. Board chairpersons ranked the following items as the most important functions of the Superintendent (two items tied for fifth):

1. Participate in meetings with the full board.
2. Participate in the evaluation of schools.
3. Participate in the evaluation of in-school administrators.
4. Promote the school system within the community.

5 a. Promote professional development for all staff.
5 b. Write proposals, briefs, and reports on behalf of the district.

A. Do these findings surprise you?
B. Do you have any general comments about these findings?

3. One of the most striking differences between the rankings of selected functions of the Superintendent by Assistant Superintendents and Superintendents was in the ranking of "Develop long-range (3-5 years) plans for the district" . Assistant Superintendents ranked this function second in importance whereas Superintendents ranked it fifteenth of twenty-eight functions.

A. Why do you think this difference exists?
B. How would you explain this variation?

4. "Involving the community in decision-making" was ranked consistently low in importance in the selected work aspects of the Superintendents.(ranked out of a possible 34)

Superintendents	32nd.
Assistant Superintendents	33rd.
Board Chairpersons	32nd.
Depart. of Ed. personnel	32nd.

A. Are you surprised by these results?
B. Do you have any general comments about these findings?

5. In the following work aspects, results of the survey showed a substantial difference between how Superintendents and the other three groups ranked their responses (ranked out of a possible 34).

Item	Rank			
	Supt.	Asst.	Chair	Dept.
Establish a written philosophy for the school district	23	13	5	2
Set clear goals for the school district.	11	2	2	1

A. What do these results mean to you?
B. How would you interpret these results?

6. "Emphasize effective management" was ranked significantly higher by Board Chairpersons and Department of Education personnel than by Superintendents and Assistant Superintendents:(ranked out of 34 selected aspects of superintendent's work)

Superintendents	18th.
Assistant Superintendents	21st.
Board Chairpersons	5th.
Department of Education personnel	7th.

What, in your opinion, is the significance of these results?

7. In the survey on the "Importance of Sources of Influence of Superintendents", Superintendents ranked"delegation of authority" as second in importance whereas in their responses "About Their Effectiveness in Selected Work Aspects" "delegation of authority to appropriate personnel" was ranked eighth in importance.

A. How do you feel about these results?

B. Where, in your opinion, does the work aspect "delegation of authority" belong as a facet of the Superintendent's role?

8 A. In your opinion, what factors most inhibit the effectiveness of Superintendents?

B. What suggestions do you have to improve Superintendent's effectiveness?

9. Superintendents ranked "relationships with your school board chairperson" as the most important and most satisfying job facet for the superintendent.

A. Does this finding suprise you?

B. Do you have any general comments about this finding?

FOR SUPERINTENDENTS ONLY

10. "Sense of accomplishment" was ranked seventh most important and third most satisfying of the twenty-nine facets of job satisfaction among Superintendents.

A. What aspect of work contributes most to your "sense of accomplishment"?

B. How would you distinguish between "sense of accomplishment" and "job satisfaction:"?